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IDENTIFIERS *Man A Course of Study

ABSTRACT

The fourth volume of the summative evaluation of "Man: A Course of Study" (MACOS) contains all appended materials developed by the project staff to analyze the MACOS program. MACOS, one of the more elaborate and controversial developments of the New Social Studies, was designed in 1970 as a one year course based upon social science concepts for grades five and six. The appendix is presented in eight sections. Section I, the major portion of the appendix, contains instruments which measured student and teacher skills and attitudes related to MACOS and other social studies programs. Section II presents tables of data which relate to characteristics of the 15 school districts which participated in the project, and to social studies programs and curricula used in the districts. Section III presents scattergrams related to variables such as student attitudes, achievement, classroom processes, and climate. Section IV presents histograms of principal component distributions. Section V offers statistical data based on class means. Section VI gives a brief description of five innovative upper elementary social studies programs which were used as bases of comparison with MACOS. The final section discusses the agreement among project staff members regarding the coding of interviews with students and teachers. (Author/DB)

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A LONGITUDINAL STUDY

OF

MAN: A COURSE OF STUDY

VOLUME IV

APPENDICES

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December 30, 1977

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SP 010 729

APPENDIX A

Instruments

NAME: _____

SCHOOL: _____

GRADE: _____

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FN 01 (01-02) C# 1 (03)

R____ (04) D____ (05) S____ (06) G____ (07) C_____ (08-09) N_____ (10-11)

STUDY CHOICES

Which subject do you prefer?
For each case, choose the subject that you like the most and mark either 1 or 2 in the space provided.

		1		2
(12)	_____ 1.	Arithmetic	or	English
(13)	_____ 2.	Reading	or	Spelling
(14)	_____ 3.	English	or	Reading
(15)	_____ 4.	Science	or	Social Studies
(16)	_____ 5.	Arithmetic	or	Science
(17)	_____ 6.	Social Studies	or	Reading
(18)	_____ 7.	English	or	Spelling
(19)	_____ 8.	Reading	or	Arithmetic
(20)	_____ 9.	Spelling	or	Science
(21)	_____ 10.	Social Studies	or	Spelling
(22)	_____ 11.	Reading	or	Science
(23)	_____ 12.	English	or	Social Studies
(24)	_____ 13.	Spelling	or	Arithmetic
(25)	_____ 14.	Science	or	English
(26)	_____ 15.	Social Studies	or	Arithmetic

Name: _____

Grade: _____

School: _____

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FN 03 (01-02) C 1 (03)

R ___ (04) D ___ (05) S ___ (06) G ___ (07) C ___ (08-09) N ___ (10-11)

WHAT WOULD YOU THINK?

Instructions: For each of the following questions, pick the one answer in Column A and the one in Column B that is most like your own opinion or reaction. Sometimes, there may be several answers in a column that you might want to pick, but just put an X beside the one answer in each column that is most like your first thoughts. There are no right or wrong answers. Just check the answer that is most like what you would think.

1. If you heard about a group of people in the Pacific Islands who each year would throw stones at one of their members **until** he was dead as part of a religious custom, what would you think? (Choose the one best answer for you in Column A. and then choose the one best for you in Column B.)

	Column A		Column B
(12)	___ 1) Since it is part of their religion, the custom is alright.	(16)	___ 1) It's hard to understand how people could do an awful thing like that.
(13)	___ 2) That is a bad custom even if it is for religious reasons.	(17)	___ 2) They are just people like we are, but they have different customs.
(14)	___ 3) That is a horrible thing for any human being to do.	(18)	___ 3) That custom is wrong and they should be made to change it.
(15)	___ 4) It is one of the most unusual customs I ever heard.	(19)	___ 4) Some people have very strange customs, compared to our customs.

2. If a friend of yours took your bike without permission, ran into a tree and bent the front wheel, what would you think? (Choose the one best answer for you in Column A, and then choose the one best for you in Column B.)

Column A		Column B	
(20) ___ 1)	I wouldn't mind; the bike can can be fixed easily.	(24) ___ 1)	Sometimes we forget to stop to think before we go ahead and do something.
(21) ___ 2)	I would be very angry at my friend for doing that.	(25) ___ 2)	Some people will do anything if they think they can get away with it.
(22) ___ 3)	That was bad luck for my friend and also for me.	(26) ___ 3)	People usually have good reasons for doing things even if we don't know what they are.
(23) ___ 4)	I think that was stealing and should not have been done.	(27) ___ 4)	Some people just don't take very good care of other peoples' things.

3. If you heard that a group of people in South America tried to use magic to keep their enemies from hurting them, what would you think? (Choose the one best answer for you in Column A, and then choose the one best for you in Column B.)

Column A		Column B	
(28) ___ 1)	I'd like to know more about how they do it.	(32) ___ 1)	They sound like foolish people to have such a silly custom.
(29) ___ 2)	It won't work because there is no magic.	(33) ___ 2)	Those people may just be carrying on a very old custom.
(30) ___ 3)	Most people protect themselves as best they can.	(34) ___ 3)	That group must not have up to date ideas like we do.
(31) ___ 4)	That's not a very smart way to protect themselves.	(35) ___ 4)	It's good that different people can follow different beliefs and customs.

4. If you heard that there was a country in which people often ate grasshoppers and earthworms, what would you think? (Choose the one best answer for you in Column A, and then choose the one best for you in Column B.)

Column A		Column B	
(36) ___ 1)	Some people may eat them, but I wouldn't want to do that.	(40) ___ 1)	I guess it must not do them any harm.
(37) ___ 2)	I never thought that such things would be good to eat.	(41) ___ 2)	I don't like people with such strange customs.
(38) ___ 3)	Yuck! It makes me sick just to think of eating them.	(42) ___ 3)	They probably have good reasons for eating them.
(39) ___ 4)	That's no different from our country where people eat many things.	(43) ___ 4)	They sound like a backward group of people.

5. If you heard about a group of people in the United States who still firmly believe that the earth is flat, not round, what would you think? (Choose the one best answer for you in Column A and then choose the one best in Column B.)

Column A		Column B	
(44) ___ 1)	It would be interesting to know why they think that.	(48) ___ 1)	There are still some very backward people in our country.
(45) ___ 2)	It is hard to understand why they would believe that.	(49) ___ 2)	They can go ahead and believe whatever they want.
(46) ___ 3)	Those people are crazy to believe a thing like that.	(50) ___ 3)	There may be good reasons why they have that belief.
(47) ___ 4)	That is a very strange thing for anyone to believe.	(51) ___ 4)	Some people are so dumb they will believe anything.

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FN 05 (01-02) C 1 (03)

R___ (04) D___ (05) S___ (06) G___ (07) C___ (08-09) N___ (10-11)

INTERPRETATION OF DATA*

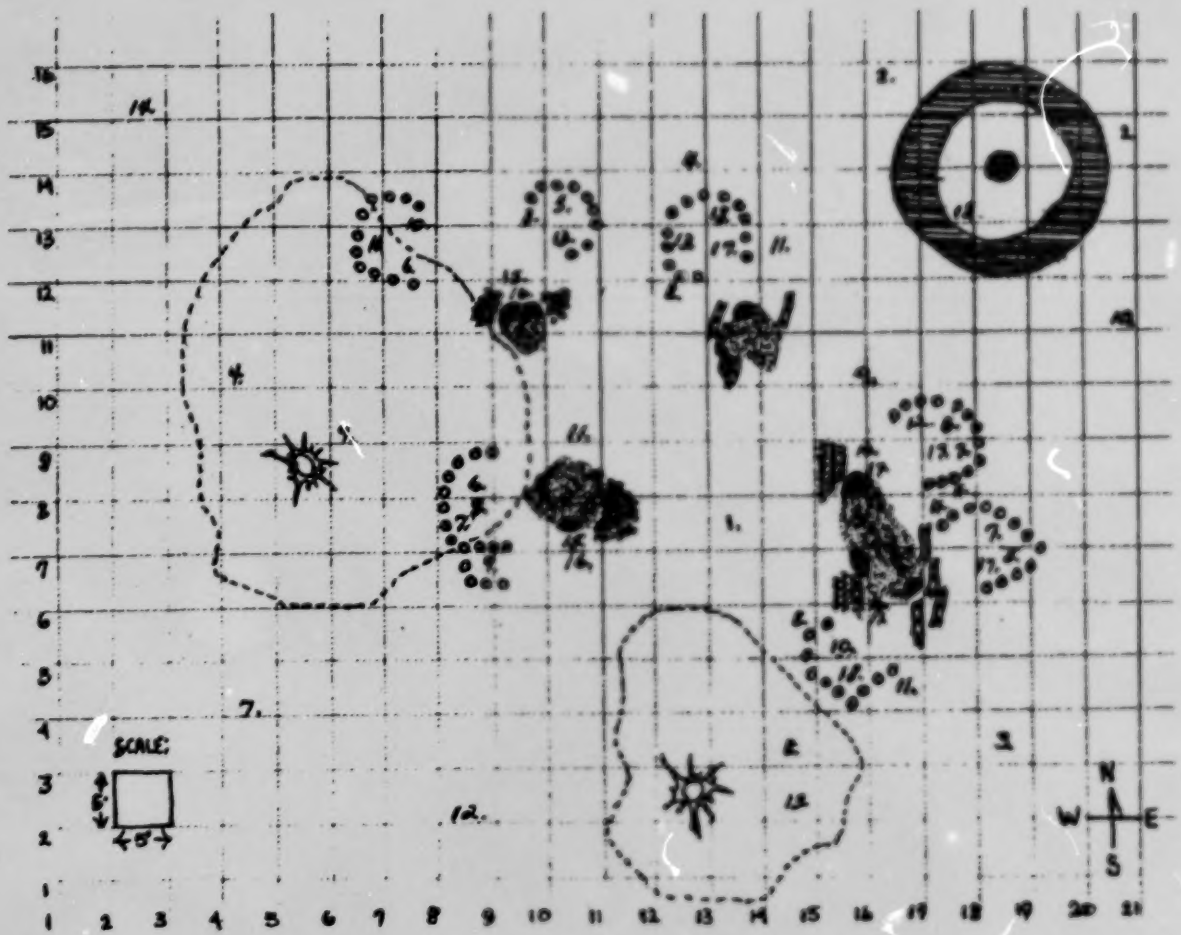
Name _____ Grade _____

Teacher _____ School _____

This is a test of how well you can tell the meaning of some information which you have not seen before. The things you need to know to answer the questions are shown on the map, in the list of pictures and descriptions of objects and in the introduction which tells about the area shown in the map. You may read the introduction or look at the map and list of objects as often as you like while taking the test.

The map on the next page (page 2) shows a place where a group of primitive people once lived. It is north of the Equator in an area which is warm most of the year and receives an average amount of rainfall. No people were living there when the area was discovered by scientists. Before you start answering the questions, examine the map carefully and try to find at least some of the symbols shown in the list below.

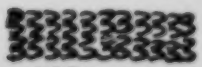
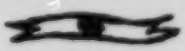
*From: Wallen, N. E., et al., Taba Curriculum Development Project in Social Studies. Final Report, Oct., 1969. Test developed by William Crawford.



MAP

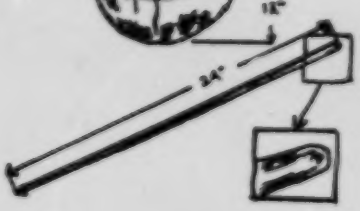
9

Explanation of symbols used on the map

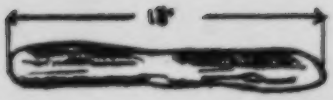
Description	Symbol
Remains of wooden posts	
Outdoor fireplace	
Pile of ash	
Pile of nutshells	
Tree and area covered by tree shade at noon	
Pieces of burned bone	
Area of hardpacked earth	

EACH SQUARE ON THE MAP REPRESENTS A MEASUREMENT OF 5 FEET IN EACH DIRECTION.

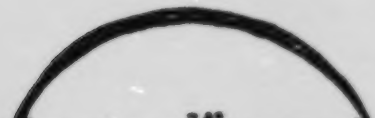
Because the map is too small to show pictures of all the objects, the places of some objects are shown by numbers. The numbers of the objects listed below are the same as those shown on the map.

Object	Symbol
1. Wooden bowl with thick bottom	
2. Thin wooden stick, polished on one end.	

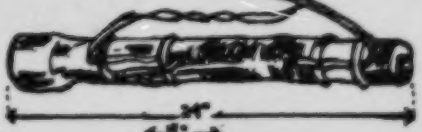
3. Blunt thick stick.



4. Curved stick with pointed ends.



5. Cylinder of bark, closed at one end by leather.



6. Piece of bent wood, hollowed and burned inside.

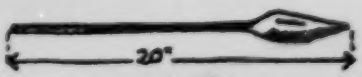
7. Metal cylinder with metal bottom.

8. Treated animal hide with the hair removed.

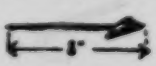
9. Piece of thick leather with thongs attached.

10. Bag made of leather laced loosely with strips of leather.

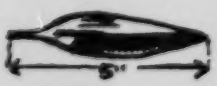
11. Piece of hammered metal.



12. Shaped metal.

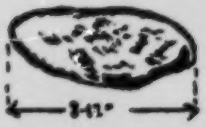


13. Shaped metal.



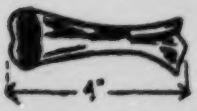
14. Tortoise shell.

15. Flat stone with pecking marks.

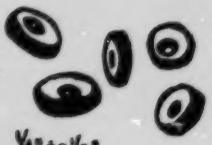


16. Round stone with pecking marks.

17. Animal bone, hollowed and burned inside.



18. Egg shell scraps with hole in center.



DIRECTIONS

After you have examined the map and found the locations of at least some of the objects in the list, begin answering the questions which are on the pages following the map page. Record your answer to each question below by drawing a neat circle around the number of the ONE BEST answer. You should try your very best to ANSWER EVERY QUESTION, BUT DO NOT GUESS WILDLY. Mark only one answer for each question.

(12) 1. Object number 6 was most likely part of

1 - a pipe.

2 - a weapon to hurl fireballs.

3 - a device to cure meat.

4 - a device used to get fires started.

(13) 2. Object number 5 was most likely

1 - a horn.

2 - a telescope.

3 - used to carry arrows.

4 - a musical instrument.

5 - used to carry goods to market.

(14) 3. The place and arrangement of post remains might mean that the posts probably were used as

1 - frames for huts.

2 - fenceposts for animal enclosures.

3 - walls to keep the enemy out of the village.

4 - tribal meeting places.

(15) 4. The location of the flat and round stones suggests that they were most likely used for

1 - digging holes to bury nutshells.

2 - cracking nutshells.

3 - weapons to chase wild animals away.

4 - flint stones to start fires.

(16) 5. The arrangement of ash around the outdoor fireplaces might mean that

1 - wind blew the ash from the fireplaces.

2 - as ash collected, the people spread it away.

3 - wild animals spread the ash by walking through the fireplaces.

4 - rain washed the ash out of the fireplaces.

(17) 6. The objects shown in the diagram and map might mean that the people who lived there probably engaged primarily in

1 - farming
2 - ranching
3 - trading
4 - hunting
5 - gathering
6 - hunting and gathering
7 - farming and trading
8 - hunting and trading
9 - none of these

7. The distance across the area of hardpacked earth

1 - is approximately 3 to 5 feet.

2 - is approximately 10 to 15 feet.

3 - is approximately 20 to 25 feet.

4 - is approximately 25 to 30 feet.

5 - cannot be determined from the map.

8. The area of hardpacked earth shown in the upper right hand corner of the map was most likely used for

1 - tribal ceremonies.

2 - a community cooking area.

3 - a playground for the children.

4 - a work area for the women.

5 - an area for forging metals.

9. Object number 18 was most likely used for

1 - a finger ring

2- money.

3 - toys.

4 - decorative items.

10. How many people probably lived in this area at the same time?

1 - 5 to 10

2 - 20 to 40.

3 - 80 to 100.

4 - 300 to 500.

(22) 11. What other kind of information would you need to have to determine if object number 1 and object number 3 were used for grinding and pounding?

1 - condition of ends of stick.

2 - condition of inside of bowl.

3 - width of stick.

4 - width of bowl.

5 - all of the above.

6 - width of bowl and stick only.

7 - condition of end of stick and inside of bowl only.

(23) 12. It is most likely that these people

1 - moved frequently.

2 - stayed in the same area for relatively long periods.

3 - stayed in the same area for several hundred years.

(24) 13. Concerning the water supply, it is reasonably to conclude from the data that

1 - water had to be carried for long distances.

2 - the source of water was not far away.

3 - these people depended almost entirely on rainwater they collected.

4 - the major source of water was from wells in the camp area.

(25) 14. Object number 1 was most likely used as a

1 - bowl for preparing food
2 - pot used in cooking.
3 - bowl from which food was eaten.
4 - wooden hat to protect the head.
5 - storage bowl.

(26) 15. The location and number of outdoor fireplaces suggests that

1 - each family had its own fireplace.

2 - fires were kept burning all night to frighten wild animals away.

3 - fires were kept burning all night to keep the settlement warm.

4 - the fireplaces were located close to sources of fuel.

(27) 16. Which general direction would a person have to walk to get from the trees to the area of hardpacked earth?

1 - directly north.

2 - directly south.

3 - directly east.

4 - directly west.

5 - northeast.

6 - northwest.

7 - southeast.

8 - southwest.

(28) 17. Which of the following statements about the tortoise shell is most likely true?

1 - No accurate statements can be made about the way the tortoise shell might have been used.

2 - The tortoise shell was probably used to carry water.

3 - The tortoise shell was probably a toy for the children.

(29) 18. Object number 9 was most likely used as a

1 - blindfold.

2 - container for carrying nuts and berries.

3 - piece of footwear.

4 - slingshot.

(30) 19. Which of the following things about object number 9 would be necessary to determine the correct answer to question number 20?

1 - location on the map.
2 - size of the object.
3 - shape of the object.
4 - size and location of the object.
5 - size and location of the object.
6 - shape and location of the object.
7 - location, size, and shape of the object.

SKIP THIS QUESTION

(31) 20. Object number 10 was most likely used for

1 - carrying arrows.
2 - gathering nuts and berries.
3 - carrying water for long distances.
4 - storing water for long periods of time.

(32) 21. The mounds of nut shells might mean that

1 - the nut shells were used as fuel.
2 - the nuts may have been roasted before they were eaten.
3 - the nut shells were used as a barrier to keep the fire from spreading.
4 - the nut shells were used as part of a tribal ceremony.
5 - the nut shells were used as part of a burial or cremation ceremony.

(33) 22. The pieces of charred bone might mean that

1 - these were plates where sacrifices were made.
2 - these people may have cremated their dead.
3 - cooked meat may have been eaten near the place where it was cooked.
4 - part of the settlement burned down.
5 - wild animals were accidentally burned in a forest fire.

(34) 23. The mounds of nut shells and pieces of charred bone could also mean that

1 - different foods were prepared in different locations.
2 - some of the people did not like meat and some did not like nuts.
3 - people were buried in one place and animals in another.
4 - the people offered different sacrifices to different gods.

(35) 24. The location of the post remains might mean that the post locations were chosen to

1 - get the most protection from rain.

2 - be close to places where fires had been built.

3 - take advantage of shade from the trees.

Name_____

School _____ Grade _____

FN 07 (01-02) C 1 (03)

R___ D___ S___ G___ C_____ N_____
(04) (05) (06) (07) (08-09) (10-11)

CAPS*

Listed below are various statements that students sometimes make about school, about thinking, and about themselves. You may find that you agree with a statement or even strongly agree with it. Or you may disagree or strongly disagree. Or sometimes you may be undecided whether you agree or disagree.

Read each statement carefully and then draw a circle around one of the symbols in front of it. This is what the symbols mean:

SA means you strongly agree

A means you agree

? means you are undecided

D means you disagree

SD means you strongly disagree

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
1.	I often make up my mind too quickly about the answer to a problem.	SA	A	?	D	SD	(12)
2.	When I don't understand something in class, I am very ready to ask questions about it.	SA	A	?	D	SD	(13)
3.	My ideas for solving problems are about as good as those given by others in the class.	SA	A	?	D	SD	(14)
4.	Most problems have only one good way to be solved.	SA	A	?	D	SD	(15)

*A Child Attitude Inventory for Problem Solving (CAPS) by Martin L. Covington, University of California, Berkeley. Used with permission.

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
5.	When I'm trying to solve a problem, I often don't know how to get started on it.	SA	A	?	D	SD	(16)
6.	Most of the students in my class are better at solving problems than I am.	SA	A	?	D	SD	(17)
7.	There is not enough work in school that makes you think up ideas of your own.	SA	A	?	D	SD	(18)
8.	When I am working on a problem, I usually like to figure things out by myself instead of getting my ideas from others.	SA	A	?	D	SD	(19)
9.	Even ideas that don't solve the problem may still help to put you on the right track.	SA	A	?	D	SD	(20)
10.	When I work on problems, I often find I haven't paid attention to some important fact.	SA	A	?	D	SD	(21)
11.	I like the kinds of problems that nobody really knows the answer to.	SA	A	?	D	SD	(22)
12.	History is mostly just learning facts; you don't have to think things through for yourself when you study history.	SA	A	?	D	SD	(23)
13.	I would usually rather work on problems I know I can solve than on ones that may be too hard for me.	SA	A	?	D	SD	(24)
14.	Some students are just naturally poorer thinkers than others and there is nothing they can do about it.	SA	A	?	D	SD	(25)
15.	I usually don't get rattled and confused when I am trying to think.	SA	A	?	D	SD	(26)
16.	I am less interested in getting the right answer than in knowing <u>how</u> to get it.	SA	A	?	D	SD	(27)

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
17.	I am eager to learn.	SA	A	?	D	SD	(28)
18.	I often keep my ideas to myself because I think others may laugh at them.	SA	A	?	D	SD	(29)
19.	If you don't have any good ideas after working a while on a problem, you are not likely to be able to get any.	SA	A	?	D	SD	(30)
20.	I often make the same kinds of mistakes over and over again in solving problems.	SA	A	?	D	SD	(31)
21.	I like to work on problems like mysteries and puzzles that make me think.	SA	A	?	D	SD	(32)
22.	Problems are not fair if they make you keep looking for new ideas in order to solve them.	SA	A	?	D	SD	(33)
23.	When you are working on a problem, it is best to keep away from "wild" ideas because they may throw you off the right track.	SA	A	?	D	SD	(34)
24.	I often have an idea for an answer which I don't tell because I am afraid it may be wrong.	SA	A	?	D	SD	(35)
25.	I am able to get unusual ideas--ideas that the other students don't often think of.	SA	A	?	D	SD	(36)
26.	It is best to make very sure that an idea is a good one before suggesting it to the class.	SA	A	?	D	SD	(37)
27.	I don't like problems where you are told just exactly what the problem is.	SA	A	?	D	SD	(38)
28.	I usually find it hard to decide whether an idea is a good one or not.	SA	A	?	D	SD	(39)
29.	My ideas and suggestions are often not taken seriously by the rest of the class.	SA	A	?	D	SD	(40)

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
30.	Ideas just seem to "come to you;" there isn't any way of learning how to get more ideas.	SA	A	?	D	SD	(41)
31.	I am often curious about unexplained things around me and want to try to understand them.	SA	A	?	D	SD	(42)
32.	I think I have the makings of a really creative thinker.	SA	A	?	D	SD	(43)
33.	I don't like the kinds of problems that have more than one right answer.	SA	A	?	D	SD	(44)

NAME: _____

SCHOOL: _____

GRADE: _____

Do not write in this space.
For project use only.

FN 09 (01-02) C 1 (03)

R___ (04) D___ (05) S___ (06) G___ (07) C_____ (08-09) N___ (10-1

A QUESTIONNAIRE ABOUT ANIMALS AND PEOPLE

In this questionnaire you will be able to answer some questions about animals and about people. Sometimes the question will be about both at once. You may know some of the things asked. But you may not know the answer to some questions. Don't worry or feel badly. If you really don't know or aren't sure, then make a guess. We hope you find these questions fun.

1. On the list below are 9 things that happen during the lifetimes of human beings or other animals. Some things happen just to human beings; some happen to other animals but not to human beings. On the line beside each question, write a

   1 if it is true only for human beings

   2 if it is true only for some other animals

   3 if it is true for both human beings and some other animals

(12) ___ a. marry

(13) ___ b. grow up without adult care

(14) ___ c. use a language

(15) ___ d. protect themselves from enemies

(16) ___ e. cooperate with each other

(17) ___ f. have belief systems

(18) ___ g. throw things

(19) ___ h. have a social organization

(20) ___ i. make symbols

2. During their lifetimes, animals learn to do many things. They are able to do other things without learning. Read each sentence below. Then check one answer for each sentence showing whether or not you think the animal must learn the behavior or can do it without learning.

Herring Gull (A Bird)

(21) a. find the edges of its territory

___ 1. Learns to find them

___ 2. Does not have to learn to find them

(22) b. crouch when in danger

___ 1. Learns to do it

___ 2. Does not have to learn to do it

(23) c. recognize its chicks by spots on the head

___ 1. Learns to recognize them

___ 2. Does not have to learn to recognize them

Baboon (A Mammal)

(24) d. know the alarm calls of other animals

___ 1. Learns to know them

___ 2. Does not have to learn to know them

(25) e. make sounds

___ 1. Learns to make them

___ 2. Does not have to learn to make them

(26) f. know its place in the dominance order of the troop

___ 1. Learns it

___ 2. Does not have to learn it

3. Beside each sentence in column A, write in the number of the sentence from column B which you think is the best answer. You should use an answer only once.

	A	B
(27)	___ a. a description of a structure.	1. The water is cold.
(28)	___ b. a description of a function.	2. The puppy moved back from the food bowl when the adult male came toward it.
(29)	___ c. an example of dominance.	3. The ice kept the lemonade cold.
(30)	___ d. an example of learned behavior.	4. Herring gull parents recognize their chicks by the spots on their heads.
		5. She is pretty.
		6. A tree has roots, a trunk, branches and leaves.

4. On the line beside each word, write the number of the definition that best describes that word. You should use an answer only once.

	Word	Definition
(31)	___ a. life cycle	1. a young human or other young animal
(32)	___ b. offspring	2. a mammal and a primate
(33)	___ c. juvenile	3. giving birth to young
(34)	___ d. reproduction	4. the young of any animal
(35)	___ e. human being	5. the pattern of being born, having babies, dying
		6. a jump to one side
		7. a delinquent or bad teenager
		8. the opposite of animal

5. Several statements about the Netsilik Eskimos are listed below. What do you think each of the following things depend upon? You may decide that more than one answer could be given, but check only one answer for each statement. If you aren't sure, make a guess.

		1 Depends upon rules of Netsilik society	2 Depends upon what a person prefers	Depends upon what a person is able to do
(36)	1. the kinds of songs the Netsilik Eskimos make up	____	____	____
(37)	2. the Netsiliks' use of magic and other beliefs	____	____	____
(38)	3. the activities connected with the birth of a Netsilik baby	____	____	____
(39)	4. the friends Netsilik children make	____	____	____
(40)	5. choosing a song partner	____	____	____
(41)	6. surviving through a hard Arctic winter	____	____	____
(42)	7. the Netsilik Eskimos who act as leaders	____	____	____

6. If a group of Netsilik Eskimos came to visit us, some things about our lives would seem familiar to them. Other things would seem different and strange or unfamiliar.

For each of the phrases below check whether you think the Eskimos would find it familiar and similar to their way of life, or different and unfamiliar to them.

(43) a. the fact that we use words to express our feelings and ideas

___ 1. similar, familiar

___ 2. different, unfamiliar

(44) b. the fact that different rooms in our houses have <u>different</u> functions (for example, we use one room for cooking, another room for sleeping)

___ 1. similar, familiar

___ 2. different, unfamiliar

(45) c. the way we feel when a friend makes fun of us

___ 1. similar, familiar

___ 2. different, unfamiliar

(46) d. the way most of us feel about dogs

___ 1. similar, familiar

___ 2. different, unfamiliar

(47) e. the fact that our parents tell stories to us when we are young

___ 1. similar, familiar

___ 2. different, unfamiliar

(48) f. the fact that we often throw away unwanted objects or food

___ 1. similar, familiar

___ 2. different, unfamiliar

7. Both Netsilik Eskimos and wolves hunt the caribou on the tundra. Below is a description of a hunter. Read the description and decide whether the hunter is a wolf, a Netsilik Eskimo or whether it could be either one.

> I sometimes hunt alone, but I often hunt in small groups. I often chase caribou towards others of my kind in hiding. I plan on using different methods for catching caribou depending on whether I hunt the caribou on land or in the water. Some of my kind may die during the year if not enough caribou are killed.

(49) What am I? (Check the <u>one best</u> answer.)

___ 1. a Netsilik Eskimo

___ 2. a wolf

___ 3. the hunter could be either a Netsilik Eskimo or a wolf

(50) What was your reason for the answer you chose above? (Check the <u>one best</u> answer.)

___ 1. both Netsilik Eskimos and wolves do all the things listed above

___ 2. both Netsilik Eskimos and wolves cooperate in hunting

___ 3. only man can plan which hunting methods will be most useful in a particular place

___ 4. only wolves hunt in groups and chase caribou toward others of their kind in hiding

8. The Netsilik do some things mainly to meet needs of daily survival (physical needs). They do other things mainly to help explain and give meaning to their world, to feel more comfortable about life (spiritual needs). Think about whether the following activities meet mainly <u>physical</u> or mainly <u>spiritual</u> needs. Then check either physical or spiritual.

(51) a. The Eskimo woman covers the eyes of a fish with ashes

___ 1. physical

___ 2. spiritual

(52) b. At the river camp the men first repair the weir (a trap made of stones to catch fish), which was damaged by winter ice.

___ 1. physical

___ 2. spiritual

(53) c. The men are very careful not to repair their tools near the stone weir.

___ 1. physical

___ 2. spiritual

(54) d. A young hunter makes up a beautiful song about the great caribou he is going to catch.

___ 1. physical

___ 2. spiritual

(55) e. A careful Eskimo always drips fresh water into a seal's mouth after it has been caught.

___ 1. physical

___ 2. spiritual

(56) f. A man can borrow the wife of his song partner when his own wife is unable to travel with him.

___ 1. physical

___ 2. spiritual

Do not write in this space.
For project use only.

FN_____ (01-02) C#_____ (03)

R___ D_____ S___ G___ C_____ N_____
(04) (05-06) (07) (08) (09-10) (11-12)

MY SOCIAL STUDIES CLASS

Name_____ Grade_____

Teacher_____ School_____

The purpose of the questions in this booklet is to find out what your social studies class is like. This is not a "test." Please give your opinions about the social studies class which you are now attending.

PART I

1. How would you describe social studies this year, compared with social studies last year?

   (Choose one answer from the words listed below and draw a circle around it.)

   1. harder
   2. more interesting
   3. more fun
   4. easier
   5. more confusing
   6. about the same
   7. more important

2. When I ask a question in social studies, I feel mostly:

   (Choose one answer from the words listed below and draw a circle around it.)

   1. curious
   2. smart
   3. shy
   4. mixed up
   5. nothing special
   6. dumb
   7. comfortable
   8. scared
   9. important

3. In my social studies class, my favorite way to work is:

(Choose one answer and circle it.)

1. alone
2. with one or two friends
3. in a small group from the class
4. with the whole class

4. In social studies class, the teacher usually talks about how much of the time?

(Choose one answer and circle it.)

1. all the time
2. most of the time
3. some of the time
4. not very much at all

5. In social studies, I ask questions:

(Choose one answer and circle it.)

1. often
2. sometimes
3. hardly ever
4. never

6. When I'm in social studies class:

(Choose one answer and circle it.)

1. I wish we could go slower
2. I think we go along about right--not too fast, and not too slowly
3. I wish we could go faster

PART II

The sentences below are things that kids might say about their social studies class. Read each sentence and decide whether you agree or don't agree with it for your social studies class. Circle AGREE if you agree or circle DON'T AGREE if you don't agree that the sentence is true for your social studies class this year.

1.	In our social studies class, the most important thing is always to remember the facts, dates and names that we are studying.	AGREE	DON'T AGREE
2.	In social studies, we often have to decide if things in the world are good or bad, or right or wrong and tell why we think so.	AGREE	DON'T AGREE
3.	The things we do and learn in social studies really help me a lot in other classes, and outside school too.	AGREE	DON'T AGREE
4.	In social studies we spend alot of time just listening to the teacher.	AGREE	DON'T AGREE
5.	When we discuss things in social studies class, almost everyone likes to talk.	AGREE	DON'T AGREE
6.	It isn't enough just to learn facts in social studies; our teacher also makes us decide what the facts mean to us.	AGREE	DON'T AGREE
7.	In social studies, we always have to study all the parts or sides of a question before we decide what we think.	AGREE	DON'T AGREE
8.	In our social studies class, our job is to know the one best answer to every question.	AGREE	DON'T AGREE
9.	Our teacher always wants us to tell about things in our own words in social studies class.	AGREE	DON'T AGREE
10.	In social studies, our teacher really makes us remember the names, new words and facts that we have learned.	AGREE	DON'T AGREE
11.	We are often supposed to work with what we've learned in social studies and make something brand new, like a story, or a picture, or a report.	AGREE	DON'T AGREE
12.	Our teacher always asks us to give good reasons that make sense, whenever we're trying to answer a hard question.	AGREE	DON'T AGREE

PART II

13.	I am better at solving problems outside school, because we often work on problems like them in social studies class.	AGREE	DON'T AGREE
14.	Our teacher likes us to start things on our own in social studies and find new ways to do things too.	AGREE	DON'T AGREE
15.	In social studies we don't have much class discussion.	AGREE	DON'T AGREE
16.	After we've read or seen something in social studies, we have to figure out what it means, or where else we've seen something like it.	AGREE	DON'T AGREE
17.	Our teacher likes us to find many different answers to the problems we study in social studies.	AGREE	DON'T AGREE
18.	In social studies, we spend a lot of time deciding if our ideas and the things we say make sense and are complete.	AGREE	DON'T AGREE
19.	The students look forward to our social studies class and like to take part in all the things we do.	AGREE	DON'T AGREE
20.	What we do in social studies is decide about things. We decide if things are good or bad, or important or unimportant.	AGREE	DON'T AGREE
21.	We have to be able to describe or explain the things we study in social studies in a few words.	AGREE	DON'T AGREE
22.	Grades are very important to the kids in my social studies class.	AGREE	DON'T AGREE
23.	Making up new things is really important and something we do alot in our social studies class. (Like thinking up new ideas or examples, or writing our own stories, or poems, or doing our own pictures, plays, or reports.)	AGREE	DON'T AGREE
24.	In social studies class, we often compare things to find out how they are alike or how they are different.	AGREE	DON'T AGREE
25.	We don't laugh or joke around very much in social studies class.	AGREE	DON'T AGREE

PART III

Each of the following sentences may describe your social studies class. If you agree that it does, circle AGREE. If you don't agree that it does, circle DON'T AGREE. Only one answer should be circled for each sentence. Some of the sentences will seem the same. Just try to give your opinion about each one.

1.	If our social studies class didn't learn the work, hardly any of the kids would care.	AGREE	DON'T AGREE
2.	The students enjoy their schoolwork in my class.	AGREE	DON'T AGREE
3.	In our class the work is hard to do.	AGREE	DON'T AGREE
4.	Most of the students don't care about the future of our social studies class (whether it stays together as a group.)	AGREE	DON'T AGREE
5.	Most students are pleased with the class.	AGREE	DON'T AGREE
6.	Most children can do their social studies work without help.	AGREE	DON'T AGREE
7.	The students don't care what we do in social studies class.	AGREE	DON'T AGREE
8.	Some students don't like the class.	AGREE	DON'T AGREE
9.	Only the smart people can do the work in our class.	AGREE	DON'T AGREE
10.	The kids really pitch in to make our social studies class a success.	AGREE	DON'T AGREE
11.	Most of the children in my class enjoy school.	AGREE	DON'T AGREE
12.	In our class, all the students know how to do their social studies.	AGREE	DON'T AGREE
13.	It wouldn't matter to most kids if our social studies classes were a big failure.	AGREE	DON'T AGREE
14.	Most children say the class is fun.	AGREE	DON'T AGREE
15.	Children often find the work hard.	AGREE	DON'T AGREE
16.	Most kids really want our social studies class to be good.	AGREE	DON'T AGREE

PART III

17.	Some students are not happy in class.	AGREE	DON'T AGREE
18.	Only the smart students can do the work.	AGREE	DON'T AGREE
19.	Students really want our class to do well in social studies.	AGREE	DON'T AGREE
20.	Children seem to like the class.	AGREE	DON'T AGREE
21.	Many students in our class say that school is easy.	AGREE	DON'T AGREE
22.	Some of the students don't like the class.	AGREE	DON'T AGREE
23.	Social studies work is hard to do.	AGREE	DON'T AGREE
24.	The class is fun.	AGREE	DON'T AGREE
25.	Most of the students in my social studies class know how to do their work	AGREE	DON'T AGREE

Part I: Items are taken or modified from Janet P. Hanley et al., Curiosity/Competence/Community. EDC, 1970.

Part II: Statements are modifications of Classroom Activities Questionnaire items used with permission of Joe M. Steele.

Part III: Statements are modifications of Learning Environment Inventory items by Herbert J. Walberg and Gary J. Anderson and MY CLASS by H. J. Walberg.

MY SOCIAL STUDIES CLASS, THIS YEAR AND LAST

Name _____

Social Studies Teacher This Year _____

Social Studies Teacher Last Year _____

The purpose of the questions in this booklet is to find out about your social studies class this year, compared to last year. This is not a "test." Please give your honest opinions. Your teacher will not see your answers.

Does everyone know what we mean when we talk about your social studies class?

What are you studying in your social studies class this year? Please write what you have been learning about in a few words.

_____

_____

PART I

The sentences below are things that kids might say about their social studies class. Read each sentence and decide whether you agree or don't agree with it for <u>your</u> social studies class this year. Circle AGREE if you agree or circle DON'T AGREE if you don't agree that the sentence is true for your social studies class <u>this year.</u>

1. In our social studies class, the most important thing is always to remember the facts, dates and names that we are studying.	AGREE	DON'T AGREE
2. The things we do and learn in social studies really help me a lot in other classes, and outside school too.	AGREE	DON'T AGREE
3. In social studies we spend a lot of time just listening to the teacher.	AGREE	DON'T AGREE
4. When we discuss things in social studies class, almost everyone likes to talk.	AGREE	DON'T AGREE

PART I

5. It isn't enough just to learn the facts in social studies; our teacher also makes us decide what the facts mean to us.	AGREE	DON'T AGREE
6. In our social studies class, our job is to know the one best answer to every question.	AGREE	DON'T AGREE
7. In social studies, our teacher really makes us remember the names, new words and facts that we have learned.	AGREE	DON'T AGREE
8. We are often supposed to work with what we've learned in social studies and make something brand new, like a story, or a picture, or a report.	AGREE	DON'T AGREE
9. I am better at solving problems outside school, because we often work on problems like them in social studies class.	AGREE	DON'T AGREE
10. Our teacher likes us to start things on our own in social studies and find new ways to do things too.	AGREE	DON'T AGREE
11. In social studies we don't have much class discussion.	AGREE	DON'T AGREE
12. After we've read or seen something in social studies, we have to figure out what it means, or where else we've seen something like it.	AGREE	DON'T AGREE
13. Our teacher likes us to find many different answers to the problems we study in social studies.	AGREE	DON'T AGREE
14. The students look forward to our social studies class and like to take part in all the things we do.	AGREE	DON'T AGREE
15. Grades are very important to the kids in my social studies class.	AGREE	DON'T AGREE
16. Making up new things is really important and something we do alot in our social studies class. (Like thinking up new ideas or examples, or writing our own stories, or poems, or doing our own pictures, plays, or reports.)	AGREE	DON'T AGREE
17. In social studies class, we often compare things to find out how they are alike or how they are different.	AGREE	DON'T AGREE

PART II

1. How would you describe social studies this year, compared with social studies last year? (Choose one answer and circle it.)

1. harder
2. more interesting
3. more fun
4. easier
5. more confusing
6. about the same
7. more important

2. When you started social studies this fall, how did you find it compared to social studies last year?

_____ 1. A big change

_____ 2. Some change

_____ 3. Little change

_____ 4. Almost no change at all

3. How does this year's social studies class compare to last year's social studies class on each of the following? (Circle the number representing your opinion.)

	A Lot More	More	About the Same	Less	A Lot Less
a. Amount of reading out loud in class.	1	2	3	4	5
b. Amount of class discussion.	1	2	3	4	5
c. Amount of tests.	1	2	3	4	5
d. Amount of art work, drawing, making things.	1	2	3	4	5
e. Amount of work you do alone.	1	2	3	4	5
f. Amount of writing answers to questions from the book, workbook or blackboard.	1	2	3	4	5
g. Amount of writing reports.	1	2	3	4	5

PART II

	A Lot More	More	About the Same	Less	A Lot Less
h. Amount of discussions of people's problems and feelings.	1	2	3	4	5
i. How interesting you find social studies this year compared to last year.	1	2	3	4	5

PART III

1. A. We'd like to know what you studied in Social Studies last year, and if it's giving you an advantage in Social Studies this year. Let's do Number One together, to see how to do this; "How to make or use maps." Did you learn how to make or use maps last year in Social Studies? If you did not, circle NO. If you did learn to make or use maps last year, how much has it helped you this year? Circle 1 if it is a great advantage; 2 if it is some advantage; and 3 if it is little or no advantage.

	Studied Last Year?	Great Advantage	Some Advantage	Little or No Advantage
1. How to make or use maps.	No Yes	1	2	3
2. How to make or use graphs.	No Yes	1	2	3
3. How to find information in the library.	No Yes	1	2	3
4. How to write reports.	No Yes	1	2	3
5. How to tell the difference between facts and opinions.	No Yes	1	2	3
6. How to support your ideas or opinions with evidence or facts.	No Yes	1	2	3
7. How to work with other students in small groups.	No Yes	1	2	3
8. How to look at all sides of a question before deciding what you think.	No Yes	1	2	3
9. How people and their environment affect each other.	No Yes	1	2	3

PART III

	Studied Last Year?	Great Advantage	Some Advantage	Little or No Advantage
10. The history and/or customs of our country.	No Yes	1	2	3
11. The history and/or customs of other countries.	No Yes	1	2	3
12. Different beliefs people have.	No Yes	1	2	3
13. How different animals behave and why they behave the way they do.	No Yes	1	2	3
14. Similarities and differences in ways animals and people behave.	No Yes	1	2	3
15. Learning and understanding more about myself and people around me.	No Yes	1	2	3

1. B. Now look at the items where you circled NO, you didn't study or do that last year. Are there some of those things you wish you had studied or done in Social Studies class last year because it would help you in Social Studies class this year? Put an X in the circle for those things.

2. A. There are people who are concerned about some of the things 5th and 6th grade kids may study in school. Last year in social studies did you study or learn about any of the following things? If you did, please put a check mark in Column Number 1 just beside the ones you did study in Social Studies last year.

	STUDIED LAST YEAR	BOTHERED OR UPSET ME	SHOULD NOT STUDY
	Column 1	Column 2	Column 3
1. Cannibalism			
2. Different beliefs people have about what is right and wrong			
3. Killing animals			
4. Killing people			

PART III

	STUDIED LAST YEAR Column 1	BOTHERED OR UPSET ME Column 2	SHOULD NOT STUDY Column 3
5. Love			
6. Hatred			
7. Foods that different people eat			
8. Leaving people to die			
9. Religious beliefs and customs of different individuals or cultures			
10. Sexual customs of different peoples			
11. Slavery			
12. Sharing and cooperation			
13. Starvation			
14. Treatment of young people			
15. Treatment of old people			

2. B. Were there any of those things you checked in Column Number 1 that really bothered or upset you? If there are any that bothered or upset you, and you wish you hadn't studied or seen or read about them last year, then put a check mark in Column Number 2 next to those topics you wish you hadn't studied.

2. C. Even if you personally did not study these topics in Social Studies last year, are there any of them that you think 5th or 6th grade kids should not study in Social Studies? Check them off in Column Number 3.

We're really interested in your personal opinion.

SOCIAL STUDIES SURVEY

Name _____
(First Name) (Last Name)

Social Studies Teacher This Year _____

Social Studies Teacher Last Year _____

The purpose of the questions in this booklet is to find out some things you think about your social studies class this year, and also last year. We will also ask you some questions. Please give your honest opinions and best answers. Your teacher will not see your answers. Nothing will go on your school record. Please do your own work.

Does everyone know what we mean when we talk about your social studies class?

What have you been studying in your social studies class this year? Please write what you have been learning about in a few words.

_____

_____

PART I SCHOOL THIS YEAR

1. Which subject do you prefer? For each case, choose the subject that you like the most and mark either 1 or 2 in the space provided.

	1		2
_____	1. Arithmetic	or	English
_____	2. Science	or	Social Studies
_____	3. Arithmetic	or	Science
_____	4. English	or	Social Studies
_____	5. Science	or	English
_____	6. Social Studies	or	Arithmetic

2. The sentences below are things that kids might say about their social studies class. Read each sentence and decide whether you agree or don't agree with it for your social studies class this year. Circle AGREE if you agree or circle DON'T AGREE if you don't agree that the sentence is true for your social studies class this year.

1. In social studies we spend a lot of time just listening to the teacher.	AGREE	DON'T AGREE
2. When we discuss things in social studies class, almost everyone likes to talk.	AGREE	DON'T AGREE
3. It isn't enough just to learn the facts in social studies; our teacher also makes us decide what the facts mean to us.	AGREE	DON'T AGREE
4. We are often supposed to work with what we've learned in social studies and make something brand new, like a story, or a picture, or a report.	AGREE	DON'T AGREE
5. Our teacher always asks us to give good reasons that make sense, whenever we're trying to answer a hard question.	AGREE	DON'T AGREE
6. In social studies we don't have much class discussion.	AGREE	DON'T AGREE
7. After we've read or seen something in social studies, we have to figure out what it means, or where else we've seen something like it.	AGREE	DON'T AGREE
8. In social studies, we spend a lot of time deciding if our ideas and the things we say make sense and are complete.	AGREE	DON'T AGREE
9. The students look forward to our social studies class and like to take part in all the things we do.	AGREE	DON'T AGREE
10. Making up new things is really important and something we do alot in our social studies class. (Like thinking up new ideas or examples, or writing our own stories, or poems, or doing our own pictures, plays, or reports.)	AGREE	DON'T AGREE

3. How much do you like or dislike each of the following subjects this year? Draw a circle around the number for each one showing how much you like or don't like it this year.

	Dislike Very Much	Dislike Some	Like Some	Like Very Much
English	1	2	3	4
Science	1	2	3	4
Social Studies	1	2	3	4
Arithmetic	1	2	3	4

4. Of all the topics you have learned or studied about in school, whether in social studies or any other subject, which one would you really like to know more about, if you had the chance? Please describe it briefly.

_____

_____

5. In social studies class this year, the teacher usually talks about how much of the time? (Circle one answer).

1. All the time
2. Most of the time
3. Some of the time
4. Not very much at all

6. When I'm in social studies class this year: (Choose one answer and circle it.)

1. I wish we could go slower
2. I think we go along about right - not too fast, not too slowly
3. I wish we could go faster

PART II SOCIAL STUDIES LAST YEAR

1. Think about your social studies class LAST YEAR. Do you remember it clearly? Circle Yes or No.

YES NO

What do you remember that you STUDIED ABOUT or DID that you liked the BEST in social studies last year?

_____

_____

2. Still think about LAST YEAR'S social studies class -- what you studied and how you studied it. If you had a younger brother or sister coming along, would you recommend that he or she take the same social studies course that you had last year? (Circle the number showing your feeling.)

Definitely No	I Don't Think So	I Guess So	Definitely Yes
1	2	3	4

3. What has social studies been like THIS year compared to LAST year? (Check one.)

_____ 1. A big change

_____ 2. Some change

_____ 3. Little change

_____ 4. Almost no change at all

4. How does THIS YEAR'S social studies class compare to LAST YEAR'S social studies class on each of the following? (Circle the number representing your opinion.)

	A Lot More	More	About the Same	Less	A Lot Less
a. Amount of reading out loud in class	1	2	3	4	5
b. Amount of class discussion	1	2	3	4	5
c. Amount of work you do alone.	1	2	3	4	5
d. Amount of art work, drawing, making things	1	2	3	4	5
e. How interesting you find social studies this year compared to last year	1	2	3	4	5

PART III

1. Last year in Social Studies, did you study or learn about any of the following things? If you did, please put a check mark in Column Number 1 just beside the ones you did study in social studies last year.

	Studied Last Year Column 1	Bothered Or Upset Me Column 2	Should Not Study Column 3
1. Killing animals			
2. Leaving people to die			
3. Foods that different people eat.			
4. Starvation			
5. Treatment of old people			
6. Slavery			

2. Were there any of those things you checked in Column Number 1 that really bothered or upset you? If there are any that bothered or upset you, and you wish you hadn't studied or seen or read about them last year, then put a check mark in Column Number 2 next to those topics you wish you hadn't studied.

3. Even if you personally did not study these topics in Social Studies last year, are there any of them that you think 5th or 6th grade kids should not study in Social Studies? Check them off in Column Number 3.

PART IV WHAT WOULD YOU THINK?

Instructions: For each of the following questions, pick the one answer in Column A and the one in Column B that is most like your own opinion or reaction. Sometimes, there may be several answers in a column that you might want to pick, but just put an X beside the one answer in each column that is most like your first thoughts. There are no right or wrong answers. Just check the answer that is most like what you would think.

1. If you heard about a group of people in the Pacific Islands who each year would throw stones at one of their members until he was dead as part of a religious custom, what would you think? (Choose the one best answer for you in Column A. and then choose the one best for you in Column B.)

Column A	Column B
_____ 1) Since it is part of their religion the custom is alright.	_____ 1) It's hard to understand how people could do an awful thing like that.
_____ 2) That is a bad custom even if it is for religious reasons.	_____ 2) They are just people like we are but they have different customs.
_____ 3) That is a horrible thing for any human being to do.	_____ 3) That custom is wrong and they should be made to change it.
_____ 4) It is one of the most unusual customs I ever heard.	_____ 4) Some people have very strange customs, compared to our customs.

2. If a friend of yours took your bike without permission, ran into a tree and bent the front wheel, what would you think? (Choose the one best answer for you in Column A, and then choose the one best for you in Column B.)

Column A	Column B
_____ 1) I wouldn't mind; the bike can be fixed easily.	_____ 1) Sometimes we forget to stop to think before we go ahead and do something.
_____ 2) I would be very angry at my friend for doing that.	_____ 2) Some people will do anything if they think they can get away with it.
_____ 3) That was bad luck for my friend and also for me.	_____ 3) People usually have good reasons for doing things even if we don't know what they are.
_____ 4) I think that was stealing and should not have been done.	_____ 4) Some people just don't take very good care of other peoples' things.

3. If you heard that a group of people in South America tried to use magic to keep their enemies from hurting them, what would you think? (Choose the one best answer for you in Column A, and then choose the one best for you in Column B.)

Column A	Column B
_____ 1) I'd like to know more about how they do it.	_____ 1) They sound like foolish people to have such a silly custom.
_____ 2) It won't work because there is no magic.	_____ 2) Those people may just be carrying on a very old custom.
_____ 3) Most people protect themselves as best they can.	_____ 3) That group must not have up to date ideas like we do.
_____ 4) That's not a very smart way to protect themselves.	_____ 4) It's good that different people can follow different beliefs and customs.

4. If you heard that there was a country in which people often ate grasshoppers and earthworms, what would you think? (Choose the one best answer for you in Column A, and then choose the one best for you in Column B.)

Column A	Column B
_____ 1) Some people may eat them, but I wouldn't want to do that.	_____ 1) I guess it must not do them any harm.
_____ 2) I never thought that such things would be good to eat.	_____ 2) I don't like people with such strange customs.
_____ 3) Yuck! It makes me sick just to think of eating them.	_____ 3) They probably have good reasons for eating them.
_____ 4) That's no different from our country where people eat many things.	_____ 4) They sound like a backward group of people.

-8-

5. If you heard about a group of people in the United States who still firmly believe that the earth is flat, not round, what would you think? (Choose the one best answer for you Column A and then choose the one best in Column B.)

Column A	Column B
_____ 1) It would be interesting to know why they think that.	_____ 1) There are still some very backward people in our country.
_____ 2) It is hard to understand why they would believe that.	_____ 2) They can go ahead and believe whatever they want.
_____ 3) Those people are crazy to believe a thing like that.	_____ 3) There may be good reasons why they have that belief.
_____ 4) That is a very strange thing for anyone to believe.	_____ 4) Some people are so dumb they will believe anything.

6. If there were a student in your class who was always buying gum and candy for everyone and always giving away money, but would never let anyone give anything to him, what would you think? (Choose the one best answer for you in Column A, and then choose the one best for you in Column B.

Column A	Column B
_____ 1) I would get tired of that after a while.	_____ 1) People who act that way are just trying to buy friends.
_____ 2) I think that is a very generous way to act.	_____ 2) People who act that way may not know how to get along well with others.
_____ 3) I would not like to be treated that way.	_____ 3) People who act that way are doing what we all should do.
_____ 4) I think sharing things with others is good, but not all the time.	_____ 4) People have different ways of being friendly.

7. If a new student who joined your class in the middle of the year kept disturbing others while they were working, always had his hand up to ask and answer questions and often acted silly in class, what would you think? (Choose the one best answer for you in Column A, and then choose the one best for you in Column B.)

Column A	Column B
____ 1) Behaving like that makes it hard for everyone in class.	____ 1) Some people just have different ways of acting in new situations.
____ 2) Everybody has his own way of behaving in class.	____ 2) People who act that way really think they are better than others.
____ 3) Behaving like that would bother some people but not me.	____ 3) People like that are just dumb and don't know how to behave.
____ 4) I really don't like it when kids behave that way.	____ 4) Some people always have a need for attention.

PART V ANIMALS AND PEOPLE

In this last part you will be asked some questions about animals and about people. Sometimes the question will be about both at once. You may know some of the things asked. But you may not know the answer to some questions. Don't worry or feel badly. If you really don't know or aren't sure, then make a guess. We hope you find these questions fun.

1. In the list below are 9 things that happen during the lifetimes of human beings or other animals. Some things happen just to human beings; some happen to other animals but not to human beings. On the line beside each question, write a

1 if it is true only for human beings
2 if it is true only for some other animals
3 if it is true for both human beings and some other animals

___ a. marry	___ f. have belief systems
___ b. grow up without adult care	___ g. throw things
___ c. use a language	___ h. have a social organization
___ d. protect themselves from enemies	___ i. make symbols
___ e. cooperate with each other	

2. During their lifetimes, animals learn to do many things. They are able to do other things without learning. Read each sentence below. Then check one answer for each sentence showing whether or not you think the animal must learn the behavior or can do it without learning.

Herring Gull (A Bird)

a. Find the edges of its territory

____ 1. Learns to find them

____ 2. Does not have to learn to find them

b. Crouch when in danger

____ 1. Learns to do it

____ 2. Does not have to learn to do it.

c. Recognize its chicks by spots on the head

____ 1. Learns to recognize them

____ 2. Does not have to learn to recognize them

Baboon (A Mammal)

d. Know the alarm calls of other animals

____ 1. Learns to know them

____ 2. Does not have to learn to know them

e. Make Sounds

____ 1. Learns to make them

____ 2. Does not have to learn to make them

f. Know its place in the dominance order of the troop

____ 1. Learns it

____ 2. Does not have to learn it

3. Beside each sentence in Column A, write in the number of the sentence from column B which you think is the best answer. You should use an answer only once.

A	B
___ a. A description of structure.	1. The water is cold.
___ b. A description of function.	2. The puppy moved back from the food bowl when the adult male came toward it.
___ c. An example of dominance.	3. The ice kept the lemonade cold.
___ d. An example of learned behavior.	4. Herring gull parents recognize their chicks by the spots on their heads.
	5. She is pretty.
	6. A tree has roots, a trunk, branches and leaves.

4. On the line beside each word, write the number of the definition that best describes that word. You should use an answer only once.

Word	
___ a. Life cycle	1. A young human or other young animal
___ b. Offspring	2. A mammal and a primate
___ c. Juvenile	3. Giving birth to young
___ d. Reproduction	4. The young of any animal
___ e. Human being	5. The pattern of being born, having babies, dying
	6. A jump to one side
	7. A delinquent or bad teenager
	8. The opposite of animal

Master Roster & Background Form A

Do not write in this space. For project use only.
FN 34 (01-02) C# 1 (03)
R____ (04) D____ (05) S____ (06) G____ (07) C____ (08-09)

Teacher's Name_____ Grade_____ School_____

Pre-Post Group A or B	Mid. Yr. Group A or B	Age in Months as of 9/1/74	Sex 1=M 2=F	Race 1=Black 2=Am. Ind. 3=White 4=Oriental 5=Other	English is second language? 1=Yes 2=No	What is primary language? E=English S=Spanish F=French Other - please indicate	Free lunch program? 1=Yes 2=No	#Yrs. enrolled in this school. (include this year)	Month joined Social Studies class. 1=Sept. 2=Oct. 3=Nov. 4=Dec.	Month withdrew. 5=Jan. 6=Feb. 7=March 8=April 9=May	Previous MACOS student? 1=Yes 2=No
(12)	(13)	(14-16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)

(10-11) Stu. #	Student's Name	(12)	(13)	(14-16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)
(01)													
(02)													
(03)													
(04)													
(05)													
(06)													
(07)													
(08)													
(09)													
(10)													
(11)													
(12)													
(13)													
(14)													

Master Roster & Background Form B

Do not write in this space. For project use only.
FN 35 (01-02) C# 1 (03)
R (04) D (05) S (06) G (07) C (08-09)

Teacher's Name _____ Grade _____ School _____

General Academic Ability 1=Above Class Average 2=About Average 3=Below Class Average	Participation in Class Discussions by Sharing ideas, raising questions, and giving opinions. 1=Above Class Average 2=About Average 3=Below Class Average	Interest in Social Studies 1=Above Class Average 2=About Average 3=Below Class Average	Mastery and Understanding of social studies course concepts 1=Above Class Average 2=About Average 3=Below Class Average	General Reading Level 1=more than 1 yr. above grade level (GL) 2=1/2 to 1 yr. above GL 3=Grade Level ± .5 yr. 4=1/2 to 1 yr. below GL 5=more than 1 year below GL	How often student applied outside what was studied in Social Studies class. 1=never 2=once or twice 3=quite a lot 4=almost constantly 5=don't know

(10-11) Stu. #	Student's Name	(12)	(13)	(14)	(15)	(16)	(17)
(31)							
(32)							
(33)							
(34)							
(35)							
(36)							
(37)							
(38)							
(39)							
(40)							
(41)							
(42)							
(43)							
(44)							
(45)							

Do not write in this space.
For project use only.

FN 30 (01-02) C# 1 (03)

R____ (04) D____ (05) S____ (06) G____ (07) C____ (08-09) T____ (10)

Teacher Master Record Form

Name_____

(11) 1. Position Title_____

2. School

a. Name of School_____

(12) b. Grade Taught (Please check one)

_____ 1. Fifth grade

_____ 2. Sixth grade

_____ 3. Ungraded upper elementary

_____ 4. Other (Please describe):_____

(13-14) c. Number of children in class _____

3. Type of teaching situation at this time (Check all applicable):

(15) _____ 1. Self contained class

(16) _____ 2. Team teaching

(17) _____ 3. Departmentalized

(18) _____ 4. Open space

(19) _____ 5. Experimental or Demonstration classroom

(20) _____ 6. Non-graded

(21) _____ 7. Other (Please describe):_____

4. Teaching experience

(22) a. Did you teach in this school last year?

_____ 1. Yes

_____ 2. No

(23-24) b. If yes, what grade did you teach?

_____ 1. Pre-School
_____ 2. Kindergarten
_____ 3. First grade
_____ 4. Second grade
_____ 5. Third grade
_____ 6. Fourth grade
_____ 7. Fifth grade
_____ 8. Sixth grade
_____ 9. Ungraded primary
_____ 10. Ungraded primary 1
_____ 11. Ungraded primary 2
_____ 12. Ungraded primary 3
_____ 13. Ungraded upper elementary
_____ 14. Other (Please describe):

_____

(25) c. If no, did you teach somewhere else last year?

_____ 1. Yes

_____ 2. No

d. If yes, where did you teach?

_____ School and location (state and city)

(26-27) _____ Grade (Use appropriate number from 4b above)

(28-29) e. Total number of years of regular teaching experience as of Sept. 1, 1974:

1) Total number of years teaching experience at each of the following grade levels:

(30) _____ 1. Pre-School

(31) _____ 2. Kindergarten

(32) _____ 3. First through Third Grade

(33) _____ 4. Fourth through Sixth Grade

(34) _____ 5. Over Sixth Grade

(35-36) f. Total number of years teaching experience in this school system as of September of this year: _____

(37) g. What is the route by which you got into upper elementary education?

_____ 1. Directly

_____ 2. Via secondary education

_____ 3. Via primary education

_____ 4. Via pre-primary education

_____ 5. Other (please describe): _____

_____

(38-39) h. Which subject do you most enjoy teaching? _____

_____

(40) 5. Position in this school system:

_____ 1. Permanent

_____ 2. Probationary

_____ 3. Temporary

_____ 4. Substitute

_____ 5. Other (specify)

_____

6. Education (check all applicable):

(41) _____ 1. AA

(42) _____ 2. Bachelor's Degree (BA, BS)

(43) _____ 3. MAT

(44) _____ 4. Other Master's Degree

(45) _____ 5. Master's plus 30 hours

(46) _____ 6. Other (please specify): _____

(47-48) 7. Undergraduate major: _____

(49-50) 8. a. Graduate major: _____

b. Graduate minor: _____

9. Pre-Service Training In Social Studies (all training received before becoming a teacher of record)

a. Did your teacher training include a course (or courses) in social studies methods?

(53) _____ 1. Yes

_____ 2. No

(54) 1) If yes, was it: _____ 1. undergraduate?

_____ 2. graduate?

_____ 3. both?

(55) a) How long was it?

_____ 1. Less than a semester

_____ 2. One semester

_____ 3. Two semesters

_____ 4. More than two semesters

(56-57) b) When did you have the course(s)? _____ (year)

c) What was the text? _____

_____

b. Did your pre-service teacher training include other courses specifically concerned with teaching social studies?

(58) _____ 1. Yes

_____ 2. No

1) If yes, what were they? Please list, and at the beginning of each entry put U if undergraduate course, or G if graduate level course, and the year (please continue on back of form if necessary).

10. In-Service Training in Social Studies (all training received since becoming a teacher of record).

a) Have you received any in-service training pertaining to teaching social studies?

(59) _____ 1. Yes

_____ 2. No

1) If yes, please list below:

Name of In-Service Program	Workshop (W) Institute (I) Course (C) Other (O)	Year	Approx. Number of Hours of Trng.	Major Subject Concerned	Alternatives Demonstrated **

** If program involved demonstrations of units, lessons and techniques, to what extent were alternatives shown?

0 = Never
1 = Once
2 = Some
3 = Often
4 = Not Appropriate

11. Special areas of training. Although the information may be included in the answers given above, would you please indicate below the extent to which you have had specific training in the following areas:

Content or Subject	Approx No. Hrs. of Training or Course Work	College (C) Grad Sch. (G) Other (O)
a) Social and emotional development		
b) Developing cognitive skills		
c) Teaching inquiry methods or critical thinking		
d) Teaching how to analyze values and value conflicts		
e) Teaching interpersonal skills to students		
f) Teaching social science methods and techniques		
g) Developing self awareness in children		
h) Use of different questions posing methods and systems in teaching (use of questions as an educational method)		
i) Leading and/or evaluating discussions in the classroom		
j) Teaching students how to analyze social issues		
k) Integrating social studies with other subjects		
l) How to increase the relevance of subject matter to students		

(60) 12. Sex

_____ 1. Male

_____ 2. Female

(61) 13. Age as of 1 January 1974

_____ 1. Under 20
_____ 2. 20-25
_____ 3. 26-30
_____ 4. 31-35
_____ 5. 36-40
_____ 6. 41-45
_____ 7. 46-50
_____ 8. 51-55
_____ 9. 56-60
_____ 10. 61 or over

(62) 14. Race

_____ 1. Black
_____ 2. American Indian
_____ 3. White
_____ 3. Oriental
_____ 4. Other (please specify):
_____

(63) 15. Do you identify with an ethnic minority?

_____ 1. Yes (which one?): _____
_____ 2. No

(64) 16. How many years have you taught the social studies materials (the program) you are using this year? Count this year as one (1). Please check the appropriate answer.

____ 1
____ 2
____ 3
____ 4
____ 5
____ more than 5 years.

Name _____ School _____ Grade ____

TEACHER OPINION SURVEY

Part I

Education Scale VII *

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For project use only.

FN 32 (01-02) C# 1 (03)

R___ D___ S___ G___ C____ T____
(04) (05) (06) (07) (08-09) (10)

Instructions: Given below are 20 statements on educational ideas and problems about which we all have beliefs, opinions, and attitudes. We all think differently about such matters, and this scale is an attempt to let you express your beliefs and opinions. Respond to each of the items as follows:

Agree Very Strongly:	6
Agree Strongly:	5
Agree:	4
Disagree	3
Disagree Strongly	2
Disagree Very Strongly	1

For example, if you agree very strongly with a statement, you would write 6 on the short line preceding the statement, but if you should happen to disagree with it, you would put 3 in front of it. Respond to each statement as best you can. Go rapidly but carefully. Do not spend too much time on any one statement; try to respond and then go on.

(11) _____ 1. Learning is essentially a process of increasing one's store of information about the various fields of knowledge.

(12) _____ 2. The curriculum consists of subject matter to be learned and skills to be acquired.

(13) _____ 3. The learning of proper attitudes is often more important than the learning of subject matter.

(14) _____ 4. It is more important that the child learn how to approach and solve problems than it is for him to master the subject matter of the curriculum.

(15) _____ 5. The true view of education is so arranging learning that the child gradually builds up a storehouse of knowledge that he can use in the future.

(16) _____ 6. What is needed in the modern classroom is a revival of the authority of the teacher.

(17) _____ 7. Teachers should keep in mind that pupils have to be made to work.

(18) _____ 8. Schools of today are neglecting the three R's.

(19) _____ 9. Standards of work should not be the same for all pupils; they should vary with the pupil.

*by Fred N. Kerlinger and Elazar J. Pedhazur, New York University, New York.

(20) ____ 10. The goals of education should be dictated by children's interests and needs, as well as by the demands of society.

(21) ____ 11. Each subject and activity should be aimed at developing a particular part of the child's makeup: physical, intellectual, social, moral, or spiritual.

(22) ____ 12. Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in.

(23) ____ 13. Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to teaching children.

(24) ____ 14. Learning experiences organized around life experiences rather than around subjects is desirable in our schools.

(25) ____ 15. We should fit the curriculum to the child and not the child to the curriculum.

(26) ____ 16. Subjects that sharpen the mind, like mathematics and foreign languages, need greater emphasis in the public school curriculum.

(27) ____ 17. Since life is essentially a struggle, education should emphasize competition and the fair competitive spirit.

(28) ____ 18. The healthy interaction of pupils one with another is just as important in school as the learning of subject matter.

(29) ____ 19. The organization of instruction and learning must be centered on universal ideas and truths if education is to be more than passing fads and fancies.

(30) ____ 20. The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.

(31) ____ 21. True discipline springs from interest, motivation, and involvement in live problems.

(32) ____ 22. Emotional development and social development are as important in the evaluation of pupil progress as academic achievement.

(33) ____ 23. Education and educational institutions must be sources of new social ideas.

(34) ____ 24. Children should be taught that all problems should be subjected to critical and objective scrutiny, including religious, moral, economic, and social problems.

(35) ____ 25. One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children.

(36) _____ 26. Teachers should encourage pupils to study and criticize our own and other economic systems and practices.

(37) _____ 27. Children need and should have more supervision and discipline than they usually get.

(38) _____ 28. Schools should teach children dependence on higher moral values.

(39) _____ 29. The public school should take an active part in stimulating social change.

(40) _____ 30. Learning is experimental; the child should be taught to test alternatives before accepting any of them.

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FN 33 (01-02) C# 1 (03)

R___ (04) D___ (05) S___ (06) G___ (07) C____ (08-09) T____ (10)

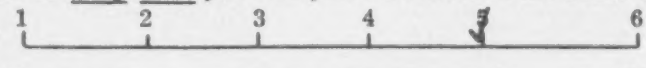
Part II

Teachers at Work

In the following pages you are presented with observations of teachers at work. You are asked to act like an observer who enters classrooms, observes teachers, and rates them. However, instead of you going into the classroom, we provide you with observations made by competent observers and ask you to rate each teacher on a scale ranging from Very Poor to Excellent.

We realize that it is difficult to evaluate a teacher on the basis on one observation. Yet, when the need arises, people are able to make evaluations even when little information is provided.

At the bottom of each observation you will find a scale on which you will indicate your evaluation of the teacher by placing a check on the scale. If, for example, you think the teacher is Very Good you will place a check on the scale thus:



Very Poor | Poor | Fair | Good | Very Good | Excellent

Do this for all observations. Remember, each observation deals with a different teacher. Therefore, evaluate each teacher independently of all other teachers. That is, you should not let your evaluation of one teacher affect your evaluation of any other teacher.

Thank you for your cooperation.

Fifth Grade

Teacher: What did you see in the newspapers yesterday of nationwide importance?

Many answers. One child says, "The coal strike." From this the teacher led a discussion about coal - where it comes from, how it is formed, etc.

Teacher: What subject area would this come under for our study today?

Child: Social studies

Teacher: What word can you think of that rhymes with coal?

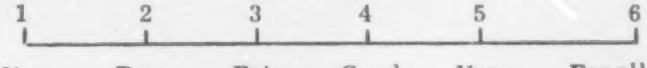
Child: Goal

Teacher: Good. Today we shall study the 'oa' family and learn to pronounce and spell words of this family. What subject area will this come under?

After many guesses, one child says, "language arts".

Teacher: Quite right. Language arts.

(11)



Very Poor | Poor | Fair | Good | Very Good | Excellent

Fourth Grade

The Good Citizens Club is holding a meeting . . . Officers are elected by the group. The purpose of the club is to teach children to be be better citizens. The order of procedure is as follows: the president . . . bangs her gavel on the desk and . . . says: "The meeting of the Good Citizens Club will come to order." Each child then takes from his or her desk a booklet whose title is All About Me . . . and places it on top of his desk. The vice-president calls the name of a child, gets the child's booklet, and places it on the teacher's desk. The president then calls on the child and asks, "Robert, have you been a good citizen this week?" The president says, "Name some of the good things you have done," and Robert tries to recall some, like opening doors for people, running errands, etc. Next the president asks the class if it remembers any good things the child has done. Each point is written in the child's booklet by the teacher. The president then says to Robert, "Name the bad things you have done . . ." Robert reports the wrongs he has committed during the week, and the class is asked to contribute information about his behavior. This too is written in the booklet by the teacher. When one child reports a misdemeanor of another the teacher asks for witnesses before recording the incident.

(12)

1	2	3	4	5	6
Very Poor	Poor	Fair	Good	Very Good	Excellent

Please Note: Although this is a teacher's own account, we would like you to treat it in the manner you treat the observations.

A Teacher's Account

The following is an outline of how I plan to have an indoor drinking fountain installed this school term through cooperative planning and the democratic process. In launching the project those who are in charge must take a lead in planning and interesting each person to a degree that he will participate in the study of school problems and in the formation of school policy and program.

September 7. The first meeting of the Willing Workers Club will be held with P.T.A. members present. Plans will be made to do something tangible for the school during the term. Out of the many suggestions which the club will give, the project of installing an indoor fountain will be decided upon.

September 14. At the second meeting of the club, the city nurse will be invited to give a talk on the importance of water in the body and the unsanitary fountain and results. Community needs will be discussed by the group.

The committee on contacting key people of the community will make its report. The ways and means committee will become active in the second meeting. The money will be raised at the end of four weeks and the fountain will be installed as a result of cooperative planning by a democratic community.

(13)

1	2	3	4	5	6
Very Poor	Poor	Fair	Good	Very Good	Excellent

Fourth Grade

After playtime. Jim is crying.

Teacher: What's the matter, Jim?

Jim: No one wants to play with me. They always keep me out of all the games.

Teacher: Can you think of any reason? Can you think of something you have done?

No answer.

Teacher: Class, may I have your attention. Jim, here, complains that no one wants to play with him. Now, let's be reasonable, let's discuss it like grown-ups. The best thing is not to keep things inside but tell the other person how one feels. I suggest you tell Jim what is bothering you and I am sure we can straighten things out.

Several children start speaking together.

Teacher: One minute, please. Everyone will get his chance. Just be patient.

Tom: Yesterday Jim pushed me and poked me with the elbow. He always does it. Why should I play with him?

Linda: When he has something, he never wants to share.

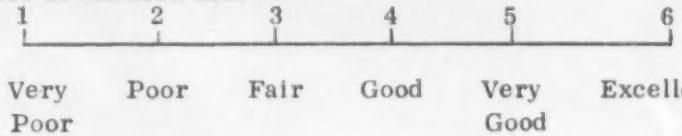
Rachel: He always wants my things.

Robert: He is a cry-baby.

After all the children were given a chance to explain, teacher says: "You see, Jim, they have all kinds of reasons. I am sure now that you have heard what they don't like you will not do it again. And you people, I want you to help Jim. You told him what you think. Now let's all help him be one of us. I am sure it will make us all feel better. We are all going to be good friends. Aren't we?

A number of children nod.

(14)



Fifth Grade

The children are taking turns reading to the class stories they have made up. Charlie's is called The Unknown Guest.

"One dark, dreary night, on a hill a house stood. This house was forbidden territory for Bill and Joe, but they were going in anyway. The door creaked, squealed, slammed. A voice warned them to go home. They went upstairs. A stair cracked. They entered a room. A voice said they might as well stay and find out now; and their father came out. He laughed and they laughed, but they never forgot their adventure together."

Teacher: Are there any words that give you the mood of the story?

Lucy: He could have made the sentences a little better . . .

Gert: His sentences are too short . . .

Charlie and Jeanne have a discussion about the position of the word "stood" in the first sentence.

Teacher: Wait a minute; some people are forgetting their manners . . .

Jeff: About the room: the boys went up the stairs and one "cracked," then they were in the room. Did they fall through the stairs, or what?

The teacher suggests Charlie make that a little clearer . . .

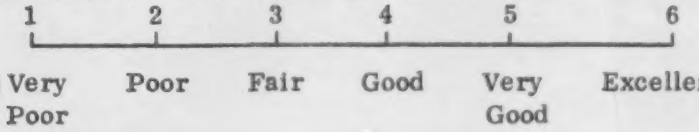
Teacher: We still haven't decided about the short sentences.

Gwynne: I wish he had read with more expression instead of all at one time.

Rachel: Not enough expression.

Teacher: Charlie, they want a little more expression from you. I guess we have given you enough suggestions for one time, Charlie, haven't we?

(15)



Sixth Grade. Scene: Weekly class meeting.

Sally, the chairman, calls for the secretary's report. Items mentioned are chalk on walls outside of school, sale of Christmas seals, one-cent fine for leaving things on desk.

Teacher: (to secretary) Say "carried" rather than "voted through". (To chairman): I think you forgot your standing committee.

Judy reminds the group to bring things for the Junior Red Cross packages.

Teacher asks Judy to repeat what they need for the packages.

Chairman calls for old business.

Teacher: I think Wyland needs to give a report on duties.

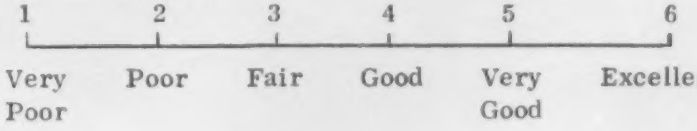
Wyland reports.

There is some discussion about watering plants.

Teacher: Don't you think we should have a council report?

Council report follows.

(16)



Name_____ School_____ Grade__

SOCIAL STUDIES PROGRAM SURVEY

Part I

Do not write in this space.
For project use only.

FN 37 (01-02) C# 1 (03)

R__ (04) D__ (05) S__ (06) G__ (07) C__ (08-09) T__ (10)

What is your concept of the social studies? As you know, there are different points of view among educators and others. What is actually done in social studies each year reflects either what the teacher sees as major goals, or what the school and curriculum set forth as major goals. In practice, the main emphasis may be determined by both factors.

Below are six descriptions of major emphasis in a social studies program. No one of them may completely fit your situation. And no one of them necessarily represents the view of any particular theory or person. Please read the descriptions of these major orientations or areas of emphasis carefully. Then please answer the questions about them that follow.

1. Citizenship Transmission

   Emphasis is on accumulating knowledge, understandings, attitudes and abilities for good adult citizenship. It includes history and cultural heritage, understanding of norms, commitment to values of the society, knowledge of major responsibilities of citizens, etc. Emphasis is on aims of socialization, social education, pride in country, knowledge of country, etc.

2. Cross-disciplinary/Humanities/Integrated Concept

   Emphasis is on views of man as a whole and in a variety of roles or situations (e.g., man and his physical world, man and his community, man as creator and explorer, etc.) It also approaches the study of man from a variety of disciplines and perspectives (e.g., mathematics, science, history, as well as, literature, art and philosophy). While the focus is on man as an individual and as a member of society, and on society and culture over and above the individual, the emphasis is on total patterns of human experience, knowledge and products. The underlying rationale and point of view is humanistic rather than scientific or empirical.

3. Inquiry Modes and Processes

   Emphasis is on processes and skills in critical or reflective thinking about or inquiry into different subjects, problems, issues or questions. It includes any set of operations, activities, skills or processes related to increasing understanding or increasing students' abilities to do independent, systematic, empirical problem-solving with respect to social issues and questions. This category is not restricted to specific social science techniques and methods. It typically includes skills such as gathering and organizing data; analyzing and interpreting data; formulating and testing hypotheses; making and evaluating inferences and generalizations, etc.

4. Self-Actualization

Emphasis is on development of awareness and knowledge of one's emotions and feelings, unique identity, strengths and weaknesses, and of one's actual and potential relationships to others (peer groups, family, community, society, etc.). The development of interpersonal skills is an important concern; so also is development of identification with social issues, and awareness of the interrelatedness and complexity of all things. Full development of awareness, consciousness and feeling in the individual is a central objective.

5. The Social Sciences

Emphasis is on the facts, concepts, generalizations and methods of the social sciences. These include sociology, economics, political science, anthropology, psychology, as well as geography. This category includes emphasis on the structure of the discipline, on social science views of man in general and in different cultures and societies. It includes consideration of methods or techniques of the various social sciences as well as content. Techniques include research design, sampling and survey techniques, statistical techniques, observation and other data gathering methods.

6. Values

Emphasis is on the understanding of different value systems, and on methods and procedures for analyzing value issues and/or clarifying value conflicts. Activities include examination of controversial issues, of underlying value assumptions or value positions in societies and of personal values.

Please answer the following questions in reference to the descriptions of social studies programs given above.

(11) _____ 1. If you had to choose one, which single category comes closest to what you will actually do with your own program? (Put the number of the category in the space provided).

(12) _____ 2. Which single category comes closest to what the ideal social studies program should be? (Put the number of the category in the space provided

3. a) Using the categories listed, how would you characterize your own program this year? Put a 1 beside a category if you believe it is a primary emphasis or importance; put 2 if a secondary emphasis or importance; put 3 if it will be given no emphasis or importance. Use any number as often as appropriate.

(13) _____ 1. Citizenship Transmission

(14) _____ 2. Cross Disciplinary/Humanities Integrated Concept

(15) _____ 3. Inquiry Modes and Processes

(16) _____ 4. Self-Actualization

(17) _____ 5. The Social Sciences

(18) _____ 6. Values

b) To what extent is each orientation stressed or emphasized by the materials you are using in your program this year?

For each category put a
1 if not at all
2 if a little
3 if somewhat
4 if extensively
5 if to a very great extent

(19) _____ 1. Citizenship Transmission

(20) _____ 2. Cross Disciplinary/Humanities Integrated Concept

(21) _____ 3. Inquiry Modes and Processes

(22) _____ 4. Self-Actualization

(23) _____ 5. The Social Sciences

(24) _____ 6. Values

4. a) Considering all the categories together, in what way and to what extent does each orientation influence your teaching of social studies? Rate each category on the following scale:

1 = has a central positive influence on what I do with my social studies program (kinds of questions, discussions, materials presented, projects, etc.)

2 = some positive influence

3 = slight positive influence

4 = no influence one way or the other

5 = has a slight negative influence (am apt to avoid this emphasis to a slight extent)

6 = has some negative influence

7 = has a central negative influence (this area is avoided at all costs)

(25) _____ 1. Citizenship Transmission

(26) _____ 2. Cross Disciplinary/Humanities Integrated Concept

(27) _____ 3. Inquiry Modes and Processes

(28) _____ 4. Self-Actualization

(29) _____ 5. The Social Sciences

(30) _____ 6. Values

b) Is your own view of what the aims and emphases of social studies should be in the overall school program different from one or more of those described above?

(31) _____ 1. Yes

_____ 2. No

If yes, please describe it in your own words.

OBJECTIVES SURVEY

Part II

Directions: Below are a number of statements of objectives applicable to a social studies program. They do not pertain to any specific course. They are general, educational and instructional objectives pertaining to various kinds of knowledge, skills, attitudes or feelings and behavior different teachers might want to teach, encourage or enhance in their students.

The objectives, as stated, are not behavioral objectives. Nor are they the only possible objectives that a teacher might have. Also, none of them may be entirely satisfactory or acceptable to you as they are stated here.

We would like you, nevertheless, to rate each objective by applying the following sentence and scale:

If I had to choose only from this list to pick instructional objectives for my social studies program this year, I would consider this objective to be:

1. essential
2. important, but not essential
3. desirable to achieve if possible, but of secondary importance
4. has some positive value, if all else is achieved
5. irrelevant or inappropriate to what should be accomplished in or by my social studies program.

		Essential	Important	Secondary	Marginal	Irrelevant	
1.	Develop the ability to expect, recognize and adapt to social change.	1	2	3	4	5	(32)
2.	Develop an appreciation of and loyalty to our democratic society.	1	2	3	4	5	(33)
3.	Promote a positive attitude towards minority groups.	1	2	3	4	5	(34)
4.	Develop an appreciation for the diversity in human behavior, beliefs and customs.	1	2	3	4	5	(35)
5.	Develop a capacity for independent study, for continuing learning outside of the classroom.	1	2	3	4	5	(36)
6.	Develop the ability to analyze alternative value choices and to reach one's own value positions.	1	2	3	4	5	(37)
7.	Develop the knowledge of facts, concepts, and generalizations which make up the subject matter of social studies.	1	2	3	4	5	(38)
8.	Develop skills in analyzing social issues.	1	2	3	4	5	(39)

9.	Develop desirable social behavior.	1	2	3	4	5	(40)
10.	Develop the skills and attitudes necessary for a positive self-concept.	1	2	3	4	5	(41)
11.	Develop an understanding of and skills in using social science methods.	1	2	3	4	5	(42)
12.	Develop critical thinking skills, such as skills in framing pertinent questions or formulating hypotheses, gathering and organizing data, evaluating results, and making generalizations.	1	2	3	4	5	(43)
13.	Develop the ability to work together co-operatively on group projects and to contribute in group discussions.	1	2	3	4	5	(44)
14.	Develop library research skills.	1	2	3	4	5	(45)
15.	Develop the capacity to recognize and tolerate complexity and ambiguity.	1	2	3	4	5	(46)
16.	Develop a positive attitude toward learning and inquiring.	1	2	3	4	5	(47)
17.	Develop the capacity to experience multiple loyalties and identifications.	1	2	3	4	5	(48)
18.	Develop and instill desirable cultural, social and political values.	1	2	3	4	5	(49)
19.	Promote fulfillment of civic responsibilities.	1	2	3	4	5	(50)
20.	Develop a more positive self-concept in members of minorities.	1	2	3	4	5	(51)
21.	Develop an awareness of the similarities in different cultures.	1	2	3	4	5	(52)
22.	Develop a consciousness of and commitment to social problems and issues.	1	2	3	4	5	(53)
23.	Develop an understanding and appreciation of one's feelings and emotional reactions.	1	2	3	4	5	(54)
24.	Develop understanding of and ability to use models of social behavior.	1	2	3	4	5	(55)

25.	Develop knowledge of facts and concepts that are basic to understanding our cultural heritage.	1	2	3	4	5	(56)
26.	Develop an ability to relate social studies material to everyday life to increase its personal relevance.	1	2	3	4	5	(57)
27.	Develop awareness of the relativity of values.	1	2	3	4	5	(58)
28.	Develop an ability and desire to apply what is learned in social studies to one's own life (in decision-making, involvement in civic events and processes, etc.).	1	2	3	4	5	(59)
29.	Cultivate appreciation and use of the imagination.	1	2	3	4	5	(60)
30.	Develop mastery of basic terms, facts and concepts of the course.	1	2	3	4	5	(61)
31.	Develop positive attitudes towards and habits of expressing hunches and guesses in early stages of inquiry.	1	2	3	4	5	(62)
32.	Develop an awareness and knowledge of political processes, mechanisms, and effects.	1	2	3	4	5	(63)
33.	Develop skills and attitudes needed to analyze value issues and value conflicts.	1	2	3	4	5	(64)
34.	Develop awareness and appreciation of different communication media and art forms and media as expressions of beliefs, cultures, concepts, information and perceptions.	1	2	3	4	5	(65)
35.	Develop an appreciation of differences among cultures, and among different groups of people.	1	2	3	4	5	(66)
36.	Develop the ability to judge the validity of evidence and draw sound conclusions from data.	1	2	3	4	5	(67)

37.	Develop positive attitudes toward scientific knowledge and methods	1	2	3	4	5	(68)
38.	Develop ability to adopt different roles in social situations.	1	2	3	4	5	(69)
39.	Develop an ability and desire to use English correctly in writing or talking.	1	2	3	4	5	(70)
40.	Develop an ability to understand and apply principles of the scientific method to social concepts, issues and problems.	1	2	3	4	5	(71)

Name: _____

Grade: _____

School: _____

Date: _____

Do not write in this space.

FN _____ (01-02) C# _____ (03)

R___ (04) D___ (05) S___ (06) G___ (07) C___ (08-09) T___ (10)

Verbs for Objectives

Suppose you had to write terminal behavioral or performance objectives for your social studies program this year. Terminal objectives would be statements of the overall objectives to be accomplished in social studies. Such objectives would probably read something like this:

When asked to do so, the student will (do, perform, demonstrate, etc) some task, activity, concept, that is evidence of specific learning.

- or this -

Given an appropriate stimulus or situation, the student will (do something that produces evidence of specific learning)

- or this -

Given an appropriate stimulus, 85% of the students will correctly (show evidence of successful learning in whatever form is appropriate for the instructional objective)

A key element in such statements is of course the verb.

Terminal objectives are likely to be broader than specific instructional objectives for individual units or lessons and, as illustrated above, they may refer to individuals or to groups or to the whole class.

We would like you to imagine that you are formulating terminal performance objectives for your social studies program for this year. From the list of thirty verbs on the following page, please check the six (6) verbs that you think you would be most likely to use in formulating the terminal performance objectives.

(11) _____ 1. analyze

(12) _____ 2. conclude

(13) _____ 3. defend

(14) _____ 4. define

(15) _____ 5. describe

(16) _____ 6. design

(17) _____ 7. discover

(18) _____ 8. interact

(19) _____ 9. invent

(20) _____ 10. judge

(21) _____ 11. know

(22) _____ 12. list

(23) _____ 13. make a decision

(24) _____ 14. meet

(25) _____ 15. notice

(26) _____ 16. participate

(27) _____ 17. prove

(28) _____ 18. question

(29) _____ 19. recall

(30) _____ 20. recognize

(31) _____ 21. reflect upon

(32) _____ 22. remember

(33) _____ 23. share

(34) _____ 24. speculate

(35) _____ 25. state

(36) _____ 26. summarize

(37) _____ 27. survey

(38) _____ 28. understand

(39) _____ 29. use

(40) _____ 30. work

Name_____School_____Grade_____

Do not write in this space.
For project use only.

FN_____ (01-02) C#_____ (03)

R___ (04) D___ (06) S___ (07) G___ (08) C_____ (09-11) T___ (12)

PROGRAM CHARACTERISTICS

Part I

Directions: For each of the following activities, please indicate how often, on the average, the majority of students in this social studies class have engaged in that activity as part of their social studies program.

Circle 1 if students have never done it.
Circle 2 if students have done it occasionally (up to 6 times.)
Circle 3 if students have done it frequently or very often.

		NEVER	OCCASIONALLY (UP TO 6 TIMES)	FREQUENTLY (VERY OFTEN)
1.	Discussing ideas and opinions of classmates.	1	2	3
2.	Drawing pictures.	1	2	3
3.	Writing poems or stories.	1	2	3
4.	Writing reports.	1	2	3
5.	Working in small groups.	1	2	3
6.	Studying about what different kinds of people do and believe.	1	2	3
7.	Trying to figure out what might happen in a new or unfamiliar situation.	1	2	3
8.	Planning class events.	1	2	3

		NEVER	OCCASIONALLY (UP TO 6 TIMES)	FREQUENTLY (VERY OFTEN)
9.	Doing the assigned reading.			
10.	Analyzing and clarifying values.	1	2	3
11.	Watching slides or films.	1	2	3
12.	Evaluating their performance in class or evaluating the class itself.	1	2	3
13.	Working on problems which have no single, clear answer.	1	2	3
14.	Doing observation projects.	1	2	3
15.	Expressing their own opinions.	1	2	3
16.	Discussing how they feel about other people or human relationships.	1	2	3
17.	Making maps.	1	2	3
18.	Making charts or graphs.	1	2	3
19.	Using the library and/or doing library projects.	1	2	3
20.	Participating in class meetings/student government.	1	2	3
21.	Learning new words used in the course.	1	2	3
22.	Talking about their feelings about themselves.	1	2	3
23.	Writing answers to questions.	1	2	3
24.	Listening to me explain things.	1	2	3
25.	Having social awareness group meetings (Magic Circle, Inside/Out, Sensitivity Groups, etc.)	1	2	3
26.	Discussing how to make a better world.	1	2	3
27.	Asking questions.	1	2	3

		NEVER	OCCASIONALLY (UP TO 6 TIMES)	FREQUENTLY (VERY OFTEN)
28.	Playing social studies games	1	2	3
29.	Disagreeing with me or other pupils.	1	2	3
30.	Doing plays and acting parts.	1	2	3
21.	Giving oral reports to the class.	1	2	3
32.	Finding out about what is going on in the community.	1	2	3
33.	Doing group projects.	1	2	3
34.	Using Polaroid camera or video-tape to film own impressions.	1	2	3
35.	Using mimeographed handouts	1	2	3
36.	Taking teacher's tests and quizzes.	1	2	3
37.	Choosing their own activities and/or projects.	1	2	3
38.	Operating audio-visual equipment	1	2	3
39.	Acting as teachers, tutors or helpers of peers or of younger students.	1	2	3
40.	Using programmed instruction.	1	2	3
41.	Taking field trips.	1	2	3
42.	Using community resources.	1	2	3
43.	Doing activities in workbooks.	1	2	3

Part II

Directions: What were the 2 most popular activities?

Please use the numbers given in Part I.

_____1) most popular activity.

_____2) most popular activity.

Part III

1. On the average, how long has the social studies class been this year? Please estimate approximate minutes per day for a typical week.

Average minutes per day

Mon.	Tues.	Wed.	Thurs.	Fri.

2. Please designate the time of day when you typically hold this social studies class. Do this by putting the number of days per week in the appropriate time period.

_____ Before mid-morning

_____ After mid-morning, but before lunch

_____ After lunch

_____ No typical time

3. a) What month did you start social studies (regardless of specific program) this year? (Please circle one.)

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
01	02	03	04	05	06	07

b) What month did you start your main program (MACOS; Harcourt, Broce, Jovanovich; Holt; etc. ?) NOTE: If MACOS was or is taught, please designate for it.

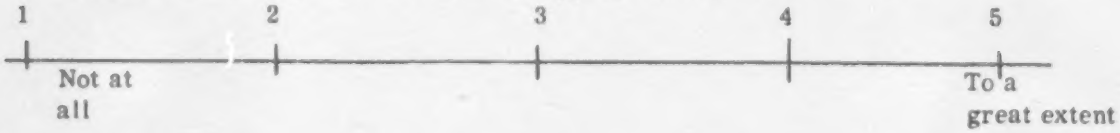
Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
01	02	03	04	05	06	07

c) What month do you expect to finish your main program (or what month did you finish it?)

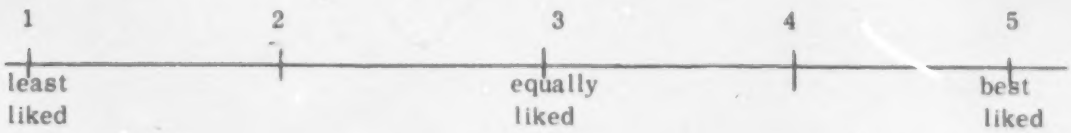
Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
03	04	05	06	07	08	09	10

d) If students will have, or have had, a social studies program this year other than the main one, what is it (or are they?) Please list below.

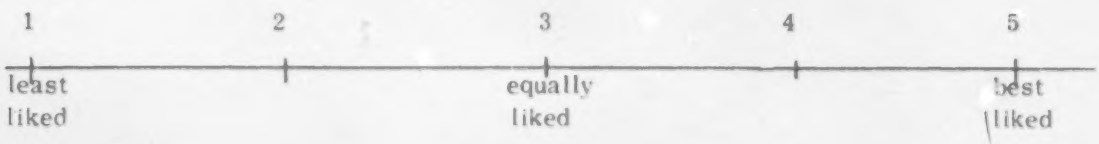
4. a. To what extent does the curriculum emphasize affective content: e.g., values, attitudes, emotions, etc.? Circle the appropriate number.



5. Please indicate your perception of general student interest in social studies during this year as compared to their interest in other academic areas (e.g., science, language arts, math.) Please circle the appropriate number.



6. Please indicate your perception of student interest in social studies during this year as compared to their interest in non-academic areas (e.g., physical education, music, art etc.) Please circle the appropriate number.



7. In general, to what extent does the social studies curriculum specifically aim to develop student achievement on each of the following cognitive levels:* Circle the appropriate number.

	Not at All				To a Great Extent
1. Memory - the recall or remembering of facts, rules, concepts, generalizations etc.	1	2	3	4	5
2. Comprehension - understanding what is being communicated but not necessarily relating it to other things.	1	2	3	4	5
3. Application - using knowledge, methods, theories etc. in new situations (to solve problems, for example)	1	2	3	4	5

*Derived from Bloom's Taxonomy of Educational Objectives: Cognitive Domain

		Not at All				To a Great Extent
4.	Analysis - breaking something down into its component parts and understanding the interrelationship of the parts	1	2	3	4	5
5.	Synthesis - putting things together to form a new entity such as a new idea, hypothesis or set of relationships	1	2	3	4	5
6.	Evaluation - making quantitative and qualitative judgments based on stated standards or criteria	1	2	3	4	5

Curriculum is defined here to include the objectives, materials, content, teaching strategies, and instructional activities of your social studies course this year. Curriculum thus means here the social studies program (materials, series, etc.) as put into action by the teacher.

Name_____

School_____

Date_____

MACOS Course Checklist

It is extremely important to know what units and lessons were (and will be) covered, what materials were used, and the approximate times spent for the MACOS classes involved in our research project. The following checklist looks horrendous, but all it is is a list of units, lessons and materials taken from MACOS teachers' booklet #3-7. The same list occurs in Booklet #2 (A Guide to the Course.) Each unit is given, and under each unit are listed the lessons in the order in which they appear in the guides. Also listed are the main materials supplied by the publisher listed for each lesson, as per the guides.

Booklet #2 says: "There is no 'average' class, nor is there a 'best' way to teach the course" (p. 5.) This may be so, but we need to know what was (or will be) covered, for how long, and with what; not what might or could have been done.

At the end of the MACOS Checklist, we will ask you to list briefly other social studies units taught this class this year, if applicable. Below are the instructions for filling in the columns on the checklist that follows.

1

Units Covered and Times

Units are listed in Capital Letters and Underlined. If you taught any or all of a given unit, please uput the number of weeks spent on the unit, to the best of your knowledge. For units you plan to cover but haven't gotten to yet, also put a P next to the planned number of weeks. Indicate fractions of weeks if appropriate. In figuring numbers of weeks spent use consecutive school weeks; don't include vacation time, time diverted to other programs, etc.

2

Lessons, Topics and Materials Used

Lessons (or topics) as given in the Teacher's Guides are listed A, B, C, D, etc. under the units. Please check each lesson or topic introduced to and studied in some way by the class as part of the unit. Also, please check the materials used by students during the unit. Some materials are optional in the course but are listed here for your convenience. Also, sometimes teachers add other materials or activities, or use materials from other units of the course. Space is provided for indicating these.
NOTE: For lessons and materials you plan to use but haven't gotten to yet, put P.

I. INTRODUCTORY LESSONS: WHAT'S IN A LIFETIME Weeks spent on Unit_____

Topics and Materials Used for each Unit

Lessons:
A. Man, All Men _____
B. Life Times and Life Cycles _____
C. Looking at Man and Other Animals _____

Materials:

Booklet: The Life Cycle _____
Filmstrip: Looking at Animals _____
Record: In the Field _____
Miscellaneous: Photographs or pictures of children _____
Others: (Please List)

_____

_____

_____

****

II. SALMON Weeks Spent on Unit_____

Topics and Materials Used for each Unit

Lessons:
A. Animal Adaptation _____
B. Life Cycle of the Pacific Coast Salmon _____
C. Examining the Behavior of Salmon _____
D. Life Cycle Variables _____
E. Information and Behavior _____

Materials:

Film: The Life Cycle of the Salmon _____
Booklets: Salmon _____
Animal Adaptation _____
Animal Studies _____
Information and Behavior _____
Miscellaneous: Salmon Problem Sheets _____
Life Cycle Chart _____
Reproduction Information _____
Others: (Please List)

_____

_____

_____

III. HERRING GULLS Weeks Spent on Unit_____

Topics and Materials Used for each Unit

Lessons:
- A. Introduction to Herring Gulls _____
- B. Examining the Causes of Gull Behavior _____
- C. Innate and Learned Behavior _____
- D. Examining the Behavior of Gulls in Groups _____
- E. Evaluating Animal Material with New Perspective _____
- F. The Kittiwake _____
- G. Structure and Function _____
- H. Natural Selection _____

Materials:

Film: Herring Gull Behavior _____

Booklets: Herring Gulls
- Innate and Learned Behavior _____
- Salmon _____
- Animal Studies _____
- The Observer's Handbook ("Observing Conflict") _____
- Structure and Function _____
- Natural Selection _____

Filmstrip: Herring Gulls _____

Miscellaneous:

Dittoes:
- Herring Gull Stories _____
- Kittiwake _____
- Natural Selection Worksheets _____
- The Peppered Moth _____

Others: (Please List)

_____

_____

_____

****

IV. BABOONS Weeks Spent on Unit_____

Topics and Materials Used for each Unit

Lessons:
- A. The Baboon Environment _____
- B. Introduction to Members of the Troop _____
- C. Observing Behavior of Young Baboons _____
- D. Methods of Studying Baboons _____
- E. The Troop: Affectional Bonds and Dominance _____

Topics and Materials Used for each Unit

F. Examining Troop Organization _____
G. Chimpanzees: A Primate Contrast _____
H. Baboon Troop Ranges _____
I. Communications in the Troop _____
J. Baboon Sounds and Human Speech _____

Materials:

Films: Animals in Amboseli _____
The Younger Infant _____
The Older Infant _____
The Baboon Troop _____
Miss Goodall and the Wild Chimpanzees _____
Booklets: Animals of the African Savannah _____
Baboons _____
Field Notes of Irven DeVore _____
The Observer's Handbook _____
The Baboon Troop _____
The Chimpanzee _____
Baboon Communication _____
Filmstrip: Baboons _____
Record: In the Field _____
Miscellaneous: Photomurals _____
Environment Boards _____
Nairobi Game Park Map _____
Others: (Please List)

_____

_____

_____

****

THE NETSILIK ESKIMOS AT THE INLAND CAMPS

Topics and Materials Used for each Unit

I. THE NETSILIK WORLD Weeks Spent on Unit_____

A. Man Lives in Two Worlds _____
B. The Physical and Symbolic Worlds Influence Man's Behavior _____
C. Knud Rasmussen and his Journal _____
D. The Family _____
E. Migratory Life on the Tundra _____

Topics and Materials Used for each Unit

Materials:

Films: Fishing at the Stone Weir, I _____
Knud _____
Life on the Tundra _____
Booklets: This World We Know _____
Songs and Stories of the Netsilik Eskimos _____
A Journey to the Arctic _____
The Arctic _____
Record: Words Rise Up _____
Filmstrip: Netsilik Life _____
Miscellaneous: Photomurals _____
Pelly Bay Map _____
Others: (Please List)

_____

_____

_____

****

II. THE HUNTING WAY OF LIFE Weeks Spent on Unit_____

Lessons:
A. A Plan for Hunting _____
B. Tools _____
C. Designing a Tool _____
D. How Netsilik Tools are Used: The Bow and Arrow Game _____
E. Crossing-Place Hunting _____
F. The Crossing-Place Hunting Game _____
G. Sharing at Caribou Camp _____
H. The Birth of a Hunter _____

Materials:

Film: At the Caribou Crossing Place, II _____
Booklets: Antler and Fang _____
Stalking the Paper Clip _____
The Data Book _____
A Journey to the Arctic _____
Songs and Stories of the Netsilik Eskimos _____
This World We Know _____
Record: Words Rise Up _____
Games: Caribou Hunting: Tablet of game maps and game materials _____

Topics and Materials Used for each Unit

Miscellaneous: Eskimo Cards _____
Tool Box (collected by teacher) _____
Pelly Bay Map _____
Poster: Hunting Caribou at a Crossing _____
Netsilik Portraits _____

Others: (Please List)

_____

_____

_____

****

III. NETSILIK FAMILIES Weeks Spent on Unit_____

Lessons:
A. A Family at an Autumn River Camp _____
B. Men and Women Prepare for Winter _____
C. How Itimangnark Got His Wife _____
D. Children Learning _____
E. Family Ties and Expected Behavior _____

Materials:

Film: At the Autumn River Camp, I _____
At the Autumn River Camp, II _____
Booklets: A Journey to the Arctic _____
The Data Book _____
This World We Know _____
The True Play: How Itimangnark got Kingnuk _____
The Girl He Really Wanted _____
The Observer's Handbook _____
Songs and Stories of the Netsilik Eskimos _____
Filmstrip: Netsilik Life _____
Record: Words Rise Up _____
Miscellaneous: Pelly Bay Map _____
Eskimo Cards _____
Others: (Please List)

_____

_____

_____

THE NETSILIK ESKIMO ON THE SEA ICE

Topics and Materials Used for each Unit

I. THE DANGERS OF WINTER Weeks Spent on Unit_____

Lessons:
- A. Coping with Winter by Moving to the Sea Ice _____
- B. Old Kigtak _____
- C. The Sea Ice Camp: Netsilik Viewpoint _____
- D. The Need to Explain _____

Materials:

Film: Winter Sea Ice Camp, I _____

Booklets: A Journey to the Arctic _____
The Data Book _____
On Firm Ice _____
The Arctic _____
Songs and Stories of the Netsilik Eskimos _____
This World We Know _____

Record: Words Rise Up _____

Filmstrip: Netsilik Life _____

Miscellaneous: Photomural: The Trek _____
Netsilik Portraits _____
Poster: Families of Pelly Bay _____
Pelly Bay Map _____

Dittoes: Building an Igloo _____
Life at Winter Camp _____

Others: (Please List)

_____

_____

_____

****

II. THE HUNTING WAY OF LIFE IN WINTER Weeks Spent on Unit_____

Lessons:
- A. Hunting Seals at Breathing Holes _____
- B. Words and Acts to Bring Good Seal Hunting _____
- C. Strategies for Hunting Seals _____
- D. The Value of a Distribution System _____
- E. Seal Sharing Partnerships _____
- F. "We Dare" _____

_____

Materials:

Films: Winter Sea Ice Camp, I _____
Winter Sea Ice Camp, II _____

Booklets: A Journey to the Arctic _____

Topics and Materials Used on each Unit

Booklets: The Data Book _____
The Arctic _____
On Firm Ice _____
Songs and Stories of the Netsilik Eskimos _____
This World We Know _____
The Many Lives of Kiviok _____
Record: Words Rise Up _____
Games: Seal Hunting Game Boards, Record Sheets and Other Materials _____
Miscellaneous: Photomural: A Successful Hunt _____
Seal for Sharing _____
Eskimo Cards _____
Dittoes: NETSIRK (seal) _____
Seal Sharing Parnership Sheets _____
Posters: Seal for Sharing _____
A Camp on the Sea Ice _____
Families of Pelly Bay _____
Others: (Please List)

_____

_____

_____

****

III. WINTER CAMP: THE INDIVIDUAL AND THE GROUP Weeks Spent on Unit_____

Lessons:
A. Ties Between Individuals _____
B. Winter Festival _____
C. Conflict Between Individuals _____
D. The Group Acts to Protect Itself _____
E. The Individual and the Group _____

Materials:

Film: The Legend of the Raven _____
Booklets: On Firm Ice _____
Journey to the Arctic _____
Songs and Stories of the Netsilik Eskimos _____
Posters: A Camp on the Sea Ice _____
Families at Pelly Bay _____
Miscellaneous:
Dittoes: Netsilik Song Partners _____
Eskimo Games _____

Others: (Please List)

_____

_____

_____

****

Topics and Materials Used on each unit

IV. THE LONG GAZE Weeks Spent on Unit_____

Lessons: A. Nanook of the North _____
B. The Changing Lives of Canada's Eskimos _____
C. What Makes Man Human _____

Materials:

Films: Nanook of the North _____
Winter Sea Ice Camp, III _____
Filmstrip: The Netsilik Today _____
Others: (Please List)

_____

_____

_____

****

Including this present year, how many years have you taught MACOS?_____

Did you give homework assignments in MACOS?_____Yes_____No.

If Yes, about how often?

1. A few times during the course (1-3 times)
2. Quite a few times during the course (4 - 10 times)
3. At least once with each unit
4. At least several times with each unit
5. Usually for most lessons

Some MACOS teachers have been teaching other social studies programs to the class involved in our research project as well as MACOS. This may have been done before, during or after teaching MACOS. If this was the case for your class, please provide us with a description of the content covered in the additional program(s) on the following pages. If there was another program taught or used while MACOS was being given, please put MACOS as the program in Column 5 (Concurrent or Supplementary Programs or Tests) for the periods applicable. Otherwise, please indicate the program in Column 5 as appropriate. Thank you for your assistance.

POSTTEST ADMINISTRATION
INSTRUCTIONS

Do you remember last fall when I first visited this class I divided it up into Group A and Group B and you all did some tests and questionnaires? I'm going to do the same thing today.

Here are the names of the kids in Group A. Please raise your hands as I (or the teacher) calls your name. (Distribute to Group A.)(Then to Group B.)

Please put your name, teacher's name and school on the first form. Do it on the rest as you go along. Don't forget. For some of these questionnaires there are no right or wrong answers. In any case, you will not be graded on how you do. Nothing will go on your school record. So just do your best, and each person do his own work.

Let's do the first Questionnaire, called Study Choices.

(Note: if STEP is still to be given; at the end of the period, say: I (or_____) will be back for a final visit to the class in a few days.)

POSTTEST ADMINISTRATION
INSTRUCTIONS

Do you remember last fall when I first visited this class I divided it up into Group A and Group B and you all did some tests and questionnaires? I'm going to do the same thing today.

Here are the names of the kids in Group A. Please raise your hands as I (or the teacher) calls your name. (Distribute to Group A.)(Then to Group B.)

Please put your name, teacher's name and school on the first form. Do it on the rest as you go along. Don't forget. For some of these questionnaires there are no right or wrong answers. In any case, you will not be graded on how you do. Nothing will go on your school record. So just do your best, and each person do his own work.

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Please put your name, teacher's name and school on the first form. Do it on the rest as you go along. Don't forget. For some of these questionnaires there are no right or wrong answers. In any case, you will not be graded on how you do. Nothing will go on your school record. So just do your best, and each person do his own work.

Let's do the first Questionnaire, called Study Choices.

(Note: if STEP is still to be given; at the end of the period, say: I (or_____) will be back for a final visit to the class in a few days.)

POSTTEST ADMINISTRATION
INSTRUCTIONS

Do you remember last fall when I first visited this class I divided it up into Group A and Group B and you all did some tests and questionnaires? I'm going to do the same thing today.

Here are the names of the kids in Group A. Please raise your hands as I (or the teacher) calls your name. (Distribute to Group A.)(Then to Group B.)

Please put your name, teacher's name and school on the first form. Do it on the rest as you go along. Don't forget. For some of these questionnaires there are no right or wrong answers. In any case, you will not be graded on how you do. Nothing will go on your school record. So just do your best, and each person do his own work.

Let's do the first Questionnaire, called Study Choices.

(Note: if STEP is still to be given; at the end of the period, say: I (or_____) will be back for a final visit to the class in a few days.)

NAME_____

SCHOOL_____

DATE_____

SOCIAL STUDIES COURSE CHECKLIST

We know the social studies program you are teaching to the class involved in our research project. It is extremely important to our curriculum study, as you would expect, to have a formal description of the actual content structure of your social studies program from beginning to end of the year. We are asking all MACOS and non-MACOS teachers to inform us as to which units of the social studies text or program were actually (or will be) covered and to what extent the approximate times spent for these units were and what other supplementary materials or programs were used concurrently.

We do not intend to imply in any way that particular units or lessons should have been covered, or particular times should have been spent. We are asking for a listing of what was or will be done, starting from the beginning of the year and going to the end.

Below are the instructions for filling in the columns for the checklist.

1/ TEXT

Please write the name of the text(s) your class has been using in their social studies class. If there is more than one primary text, write it in as well.

2/ UNITS COVERED

Please write in which units in the social studies text were taught. If you have not yet taught a particular unit, but plan to, put a (P) beside the unit title.

3/ CHAPTERS OR LESSONS COVERED

Please put a (✓) mark if all the designated chapters or lessons within each unit have been or will be covered. If you taught some, but not all of the lessons or sub-units for a particular unit, please write in which chapters or lessons were taught. If these are in a standard or commercial text, just put in the chapter numbers.

4/ APPROXIMATE TIME IN WEEKS

For each unit taught (or planned for the remainder of the year), please put the approximate number of weeks or fractions of weeks spent on the unit (or planned for it.) If you are really not sure, put a (?). In figuring numbers of weeks spent, use consecutive school weeks. Don't include vacation time, time diverted to other programs, etc.

5/ CONCURRENT OR SUPPLEMENTARY PROGRAMS OR TEXTS

If you have used or plan to use any supplementary materials or programs with your social studies program, please describe what these programs were or will be.

NOTE: On the following pages are numbered columns for you to fill in the information requested.

1/ TEXT	2/ UNITS COVERED	3/ CHAPTERS OR LESSONS COVERED	4/ APPROXIMATE TIME IN WEEKS	5/ CONCURRENT OR SUPPLEMENTARY PROGRAMS OR TEXTS

How many years have you taught the social studies program your class is presently studying?_____

Did you give homework assignments in this social studies program?

_____yes_____no.

If yes, about how often?

1. A few times during the course (1-3 times)
2. Quite a few times during the course (4-10 times)
3. At least once with each unit
4. At least several times with each unit
5. Usually for most lessons

NAME_____

SCHOOL_____

FOR CLASSES THAT HAD MACOS AND OTHER PROGRAMS

We do not intend to imply in any way that particular units or lessons should have been covered, or particular times should have been spent. We are asking for a listing of what was or will be done, starting from the beginning of the year and going to the end.

Below are the instructions for filling in the columns for the checklist.

1/ TEXT	2/ UNITS COVERED	3/ CHAPTERS OR LESSONS COVERED	4/ APPROXIMATE TIME IN WEEKS	5/ CONCURRENT OR SUPPLEMENTARY PROGRAMS OR TEXTS
Please write the name of the text(s) your class has been using in their social studies class. If there is more than one primary text, write it in as well.	Please write in which units in the social studies text were taught. If you have not yet taught a particular unit, but plan to, put a (P) beside the unit title.	Please put a (✓) mark if all the designated chapters or lessons within each unit have been or will be covered. If you taught some, but not all of the lessons or sub-units for a particular unit, please write in which chapters or lessons were taught. If these are in a standard or commercial text, just put in the chapter numbers.	For each unit taught (or planned for the remainder of the year), please put the approximate number of weeks or fractions of weeks spent on the unit (or planned for it.) If you are really not sure, put a (?). In figuring numbers of weeks spent, use consecutive school weeks. Don't include vacation time, time diverted to other programs, etc.	If you have used or plan to use any supplementary materials or programs with your social studies program, please describe what these programs were or will be.

1/ TEXT	2/ UNITS COVERED	3/ CHAPTERS OR LESSONS COVERED	4/ APPROXIMATE TIME IN WEEKS	5/ CONCURRENT OR SUPPLEMENTARY PROGRAMS OR TEXTS

How many years have you taught the social studies program your class is presently studying?_____

Did you give homework assignments in this social studies program?
_____yes_____no.

If yes, about how often?

1. A few times during the course (1-3 times)
2. Quite a few times during the course (4-10 times)
3. At least once with each unit
4. At least several times with each unit
5. Usually for most lessons

100

Name: _____

District: _____

Date: _____

Please do not write in this space.
For project use only.

FN 60 (01-02) C# 1 (03)

R _____ (04) D _____ (05) S _____ (06)

DISTRICT FORM

The questions below pertain to elementary social studies programs and curriculums throughout your school district. All data will be treated as confidential and will not be used in such a way as to identify the individual district. Please answer all questions according to your best knowledge, information or judgment. Thanks for your consideration and attention.

A. Program Selection in Social Studies

1. Are there formally stated educational goals of social studies for the district?

(07) _____ 1. Yes (If yes, please provide a copy with this questionnaire.)

_____ 2. No

a. If yes, are they stated by grade level?

(08) _____ 1. Yes

_____ 2. No

b. When were they established?

(09) _____ 1. Within the last 12 months

_____ 2. 1-2 years ago

_____ 3. 2-4 years ago

_____ 4. 5 or more years ago

c. How were they established for the district? (Please describe briefly how the social studies goals were developed.) If a committee or task force was involved, what was its composition? What steps were taken to arrive at a final list of goals?

d. To what extent can there be variations in the educational goals of the social studies curriculum from building to building?

(10)

_____ 1. No variations

_____ 2. Some local option

_____ 3. Complete determination of goals at the building level

2. What is the process for adopting and installing a particular program or set of materials in one or more schools in the district?

a. Please describe the process (the sequence of events) by which MACOS came to be installed (used for the first time) in your district. What started the process? What steps and decisions followed? Who made the decisions? Was there training or other preparation involved? Describe the process through the first year of use.

b. After initial installation of MACOS, what if any process has taken place to disseminate it further in your district?

c. In what ways, if any, do the processes described in 2a and 2b differ for other elementary social studies programs used in the district?

d. What specific role or roles do elementary teachers play in social studies program selection and adoption for elementary schools?

(1) Is the role different in other academic areas?

(11) _____ 1. Yes (How?)

_____ 2. No

e. What specific role or roles do principals play in selection, adoption and continuation of elementary social studies programs in their schools.

(1) Is their role different in other academic areas?

(12) _____ 1. Yes (How?)

_____ 2. No

f. What specific role or roles does the district social studies coordinator, supervisor, or director play in selection, adoption and continuation of elementary social studies programs?

(1) Is the role of similar people different in other academic areas?

(13) _____ 1. Yes (How?)

_____ 2. No

g. What specific role or roles do parents or community groups play in social studies selection, adoption and continuation in the elementary school?

(1) Is the role different in other academic areas?

(14) _____ 1. Yes (How?)

_____ 2. No

B. Program Evaluation in Social Studies

1. Please describe briefly how elementary social studies programs are evaluated in your district. What data are gathered and used by whom to decide whether to drop, modify or continue a program? How often is it done? (Note: the recommendations of a consultant or a committee is considered a form of data. Informal recommendations by teachers are also data. So too are pre and post test scores, statistics obtained from experiments, etc.)

2. Is a district-wide standardized test program employed?

(15) _____ 1. Yes

_____ 2. No

(16) a. If yes, at what grade (s)? Check all applicable.

____ 1.	4	____ 5.	8
____ 2.	5	____ 6.	9
____ 3.	6	____ 7.	10
____ 4.	7	____ 8.	11
		____ 9.	

3. Does your district make systematic assessments or evaluations of elementary social studies programs and curricula by means other than periodic standardized testing?

(17) _____ 1. Yes

_____ 2. No

a. If yes, what kinds of studies are made? (Please check all applicable)

(18) ____ 1. Genuine experiments (with or without some form of random assignment)

____ 2. Quasi-experiments (with or without control or comparison groups)

____ 3. Case studies

____ 4. Analyses and ratings materials

____ 5. Conferences, workshops

____ 6. Surveys

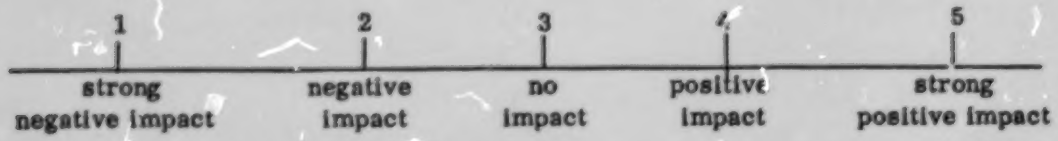
____ 7. Narrative reports

____ 8. Video tapes, films, audio tapes

____ 9, Other (please describe:_____
_____.)

C. Impacts

1. Within the past 5 years have there been impacts (changes, significant pressures, episodes, etc. positive or negative) of a) MACOS, and b) other elementary social studies programs in your district in any of the following areas? Please rate each item below for MACOS and for Other by applying the appropriate number from the following scale:



Please put your rating on the line in each column. If you indicate impact for Other, please indicate which program.

		MACOS	Other (Which?)
(19-20)	a. Purchasing or procurement policy or practice	____	____
(21-22)	b. Program or curriculum selection decision processes	____	____
(23-24)	c. Classroom supply, support, logistics	____	____
(25-26)	d. Parent or community involvement or interest	____	____
(27-28)	e. Public confrontations, debates	____	____

		MACOS	Other (Which?)
(27-28)	f. Course scheduling	____	____
(29-30)	g. Design or relationships of social studies curriculum across grade levels	____	____
(31-32)	h. Design or relationships of social studies and other disciplines within grade levels.	____	____
(33-34)	i. Staff development, teacher professional development	____	____
(35-36)	j. Grading and reporting to parents	____	____
(37-38)	k. Parent communications with and visits to school	____	____
(39-40)	l. Educational goals, philosophy	____	____
(41-42)	m. Teachers' roles, functions in system	____	____
(43-44)	n. Teacher-teacher relations	____	____
(45-46)	o. Teacher-administration relations	____	____

2. In your opinion, what has been the most significant change in the area of elementary social studies in your district during the past five years?

3. In your judgment, what is the most urgent need or problem in the area of elementary social studies in your district?

COMPARATIVE COST SURVEY

1. What school year was MACOS first purchased? _____

2. Was a proprosal for the use and costs of MACOS prepared to obtain curriculum and budget approval? ____ Yes ____ No. If yes, may we see a copy of it?

3. What was the initial installation plan?

   a. Number of classroom sets: # _____; $ _____

   b. Number of film sets: # _____; $ _____

      1) _____ Purchase? _____ Lease/Purchase? _____ Other ?

      2) Complete sets of films (all 16)? _____ Yes _____ No

   c. Number of cartridge loading projectors? # _____; $ _____

   d. Other purchases of materials or equipment? What? What costs?

   e. Intended use:

Grade levels	# of classes	# of schools	approximate # of students

   f. What was the curriculum plan? (E.g., one year social studies course; part science, part social studies; half of program one year, half next, etc.)

   g. What was the staff development plan? (E.g., Regional Summer Institutes; Local Workshops; etc.). How many teachers? What were the costs?

   h. What was the management and logistics plan? How were films to be shared, distributed, etc?

i. Were there any other cost factors associated with the initiation of MACOS?

j. How were initial costs distributed or allocated in the school budget? (Over what budget categories? Over what period of years?)

k. How have materials, films, and equipment been amortized?

4. Since initial installation of MACOS, what changes have taken place (in additional classes, schools, grades; in decreases in classes, schools, etc; in use or application of the course; in management of it, etc)?

a) Do you know or can you estimate what costs have been incurred in such changes?

b) Do you know or can you estimate what replacement or maintenance costs have been incurred since initial installation of MACOS?

5. What have been the other main social studies program(s) for your district at the grades MACOS has been used since the 1971-2 school year? (If it or they vary from school to school, just put "Variable.").

6. When was this (these) program(s) initiated with respect to purchase and use (i.e., what school years)?

7. Do you know or can you estimate what the scope of application of this (these) program was at the MACOS applied grade levels?

Grade Level	# of classes	# of schools	Approximate # of students

8. Do you know or can you estimate initial costs to the school district of this (these) program?

Texts	Kits	Films	Equipment	Staff Development
$:				

9. How have costs been handled in the budget? How amortized?

10. Have there been changes in the application and/or management of the program(s) since initial use that affected costs? (Additional classes, teachers, equipment, staff developments, etc.) Do you know or can you estimate these changes and costs?

11. What was the overall approximate average per pupil cost at the upper elementary level (grades 5-6) the year MACOS was first used? _____ This Year? _____

12. Considering the factors involved in use and management of MACOS and other social studies programs in your district, do you think a cost per pupil per year comparison is fair and appropriate? _____ Yes _____ No _____ Don't Know
If no, how might it be misleading?

APPENDIX B

Further Characteristics of Districts in the Study

I. Social Studies Curriculum Selection, Evaluation and Impacts

Each of the 15 school districts participating in the project completed a questionnaire called a District Form. The questions contained in this form pertained to characteristics of elementary social studies programs and curricula used in school districts. We were interested in obtaining a profile of these districts' social studies programs with respect to the following characteristics: the process of curriculum adoption, dissemination and evaluation; the role teachers, principals, social studies coordinators and parents play in curriculum selection and adoption; the impact MACOS and other elementary social studies programs had in a number of areas; the most significant change which occurred in the area of elementary social studies during the last 5 years and the most urgent problem or need in elementary social studies in each of the districts. The categories in many tables were derived from the respondents' answers. The information as reported by the districts was in those cases coded by the project.

The following tables represent the data collected for each of the questions listed on the District Form. The tables provide percentages of districts coded in different categories. Since some school districts did not answer all questions on the form and some districts made comments that pertained to more than one category for a question, N is given for all tables. The questions and tables are presented in the same sequence as listed in the questionnaire.

A. Goals and adoption processes

1. The first question is: Are there formally stated educational goals of social studies for the district?

	%	N
Yes	67	10
No	33	5

1a) If yes, are they stated by grade level?

	%	N
Yes	67	8
No	33	4

1b) When were they (social studies goals) established?

	%	N
Within the last 12 months	38	5
1-2 years ago	23	3
2-4 years ago	31	4
5 or more years ago	8	1

1c) Briefly describe how these social studies goals were established for the district.

	%	N
Curriculum Committee	82	9
Textbook derived	9	1
State laws	9	1

82% of the responding districts stated that a curriculum committee or task force most frequently representing all elementary grade levels and all school buildings in the district,is set up to decide upon the adoption and implementation of the social studies program(s) and in particular, to establish the educational objectives for the district.

1d) To what extent can there be variations in the educational goals of the social studies curriculum from building to building?

	%	N
No variations	14	2
Some local option	57	8
Complete determination of goals at building level	29	4

2a) Describe the process through the first year of use by which MACOS came to be installed in your district. This questions was broken down into (1) the adoption process and (2) the implementation process.

		%	N
(1)	Principal's recommendation	14	2
	Administration's recommendation	14	2
	Social Studies Coordinator recommendation	7	1
	Curriculum Committee initiated	21	3
	Outside Consultant's recommendation	36	5
	Staff interest	7	1

		%	N
(2)	Teachers received MACOS in-service training	78	7
	Teachers received training from other teachers in district	22	2

The initial impetus or interest in MACOS came most frequently from an outside consultant and once MACOS was formally adopted by a school district, the teachers in that district interested in implementing MACOS, would most frequently receive in-service training.

2b) After initial installation of MACOS, what process has taken place to disseminate it further in your district?

	%	N
Through observation of on-going MACOS classes in the district	40	6
Through staff development and in-service training	27	4
Through teacher initiated requests	7	1
Consultant facilitated training and in-service	13	2
Through grade level meetings	7	1
Other	7	1
None	13	2

This table represents a duplicated count. If the respondents answers could be coded in more than one category, each response was coded and tabulated All school districts answered this question. Observation of a MACOS class appears to be the prevalent mode of disseminating this program.

2c) In what ways does the adoption and dissemination process differ for other elementary social studies programs used in the district ?

	%	N
No difference	40	6
MACOS has more intensive/extensive in-service training	27	4
Routine curriculum adoption process didn't apply to MACOS	20	3
Textbook committee selects other social studies programs	7	1
Unclear answer	7	1

2d) What specific role or roles do elementary teachers play in social studies program selection and adoption for elementary schools?

	%	N
Full responsibility	27	4
Members of curriculum selection/ adoption committee	60	9
Participate in materials selection process	13	2

2d(1)) Is the role different in other academic areas?

	%	N
Yes	0	0
No	93	13
Not Sure	7	1

2 e) What specific role or roles do principals play in selection, adoption and continuation of elementary social studies programs in their schools?

	%	N
Final authority	7	1
Supportive/Advisory	27	4
Leadership	7	1
Member of Curriculum Committee	60	9
Participates on approval process	7	1
None("runs the school")	7	1

2e(1)) Is their role different in other academic areas?

	%	N
Yes	7	1
No	87	13
Blank	7	1

2f) What specific role(s) does the district social studies coordinator, supervisor, or director play in selection, adoption, and continuation of elementary social studies programs?

	%	N
No such position	33	5
Reviews/Promotes/ Recommends Programs	20	3
Acts as Monitor	7	1
Tabulates, arranges in service training	7	1
Member of Curriculum Committee	7	1
Strong influence	13	2
Coordinates Committee	7	1
Responsible for implementation process	7	1
Role is not yet clearly defined	7	1

This table represents 1 duplicated count; in one district, the coordinator is a member of the curriculum committee and is also responsible for implementing the social studies program in the school.

2f(1)) Is the role of similar people different in other academic areas?

	%	N
Yes	0	0
No	90	9
Blank	10	1

2g) What specific role or roles do parents or community groups play in social studies selection, adoption and continuation in the elementary school?

	%	N
None	47	7
Advisory	13	2
Member of Curriculum Committee	20	3
Developing goals and objectives	7	1
Unclear answer	13	2

2g(1)) Is the role different in other academic areas?

	%	N
Yes	13	2
No	80	12
Not Sure	7	1

B. The following set of tables pertain to program evaluation and assessment in elementary social studies.

1) Describe briefly how elementary social studies programs are evaluated in your district. What data are gathered and used by whom to decide whether to drop, modify or continue a program? How often is it done?

	%	N
No Evaluation	7	1
Use ITBS in 3rd and 6th grade	7	1
Standardized Tests	20	3
Informal/Subjective	47	7
For Readability only	7	1
Individual Class testing	7	1
Achievement tests	7	1
Unclear response	7	1

In one district, the evaluation process includes the administration of standardized tests as well as informal/subjective judgements made by the social studies teachers.

2) Is a district wide standardized test program employed?

	%	N
Yes	80	12
No	20	3

2a) If, yes at what grade(s)?

	%	N
Grade 4	75	9
Grade 5	100	12
Grade 6	92	11
Grade 7	75	9
Grade 8	75	9

	%	N
Grade 9	50	6
Grade 10	33	4
Grade 11	25	3
No data	25	3

The districts utilizing standardized tests did so in a number of grade levels: in as many as 7 and as few as 2. Three districts did not specify in which grade(s) these standardized tests were used.

3) Does your district make systematic assessments or evaluation of elementary social studies programs and curricula by means other than periodic standardized testing?

	%	N
Yes	67	10
No	33	5

3a) If yes, what kinds of studies are made? The questionnaire listed the following types of studies.

	%	N
Genuine Experiments	20	2
Quasi Experiments	50	5
Case Studies	20	2
Analysis and Rating of Materials	50	5
Conferences Workshops	90	9
Surveys	90	9
Narrative Reports	70	7
Video tapes, films, audio tapes	40	4
Other	20	2

Of the ten school districts reporting they use assessment means other than standardized tests, all used a minimum of 2 means to evaluate their social studies programs. An average of 4 assessment measures were used by each of these districts. One district utilized as many as seven different assessment procedures. Included in the 'other' category are "study committees" and "locally designed evaluation sheets."

C. The first question in this final section surveys the impacts of MACOS and other elementary social studies curricula. The question posed was:

Within the past 5 years, have there been impacts, (changes, significant pressures, episodes, etc. positive or negative) of a) MACOS, and b) other elementary social studies programs in your district in any of the following areas? Respondents were asked to rate each of the following items for MACOS (M) and for others (0) using a five point scale:

1	2	3	4	5
strong negative impact	negative impact	no impact	positive impact	strong positive impact

Respondents were also asked to specify what program other refers to.

Each of the items below is presented showing percentages of districts for MACOS and Other social studies programs.

		1	2	3	4	5	N
Purchasing or procurement policy or practice	M	0%	8%	54%	8%	31%	13
	O			55	9	36	11
Program or curriculum selection decision processes	M			54	31	15	13
	O			50	42	8	12
Classroom supply, support logistics	M		8	31	54	8	13
	O			50	40	10	10
Parent or community involvement or interest	M			46	54		13
	O			40	60		10
Public confrontations or debates	M			77	23		13
	O			55	45		11
Course scheduling	M		8	54	31	8	13
	O		10	60	20	10	10

		1	2	3	4	5	N
Design or relationships of social studies curriculum across grade levels	M			54	31	8	12
	O		9	45	36	9	11
Design or relationships of social studies and other disciplines within grade levels	M			31	62	8	13
	O			40	50	10	10
Staff development, teacher professional development	M			23	77		13
	O			36	64		11
Grading and reporting to parents	M		8	69	15	8	13
	O			50	40	10	10
Parent communications with and visits to school	M			69	23	8	13
	O			40	50	10	10
Educational goals, philosophy	M			54	31	15	13
	O			45	36	18	11
Teachers' roles, functions in system	M			31	62	8	13
	O			45	45	10	11
Teacher-teacher relations	M			31	62	8	13
	O			45	45	10	11
Teacher-administration relations	M			38	62		13
	O			55	45		11

Only 4 out of the 15 school districts specified what the other social studies program was. No strong negative impact was reported for either MACOS or other social studies programs in any of these areas and one district reported a negative impact in the areas of purchasing, classroom logistics, and class scheduling with the MACOS program.

The area of impact in which both MACOS and other programs were reported as having a strong positive impact in the most districts was in purchasing or procurement policy or practice. At least one district indicated that within the past five years MACOS as well as other social studies programs had had strong positive impacts on a number of other aspects of the organization and operation of the system. There were four characteristics for which no district indicated a strong positive impact of MACOS or any other social studies program. These were parent or community involvement or interest, public debates or confrontations, staff development, and teacher-administration relationships. Judging by percentages of districts rating degree of impacts on these characteristics, MACOS and other programs have had no impact to some positive impact, with extent varying according to the dimension rated.

It must be remembered that the data on impacts of MACOS and other programs come from the same districts. They could reflect in some cases the results of an interaction,or the consequences of other changes going on concurrently.

(2) In your opinion what has been the most significant change in the area of elementary social studies in your district during the past five years?

	%	N
Emphasis on movement toward process	20	3
Adoption of MACOS/teacher pupil interest	13	2

New materials and activities	20	3
Autonomy of each school to choose their own social studies programs/materials	7	1
Adoption, implementation of a social studies program(s)	27	4
None	7	1
Other	13	2

One school district mentioned that the movement away from a "topical sequence" to an emphasis on processes and activities was the most significant change to have occurred-hence a duplicate count. The most significant change appears to be the adoption of a particular social studies program in a school district but further qualifications as to why or the implication of the adoption were not reported.

The final question posed in the District Form was:

3. In your judgment, what is the most urgent need or problem in the area of elementary social studies in your district?

	%	N
Teacher retraining	13	2
Ways to evaluate social studies programs	13	2
More emphasis and time needed to to be spent on social studies	20	3
updating social studies materials	13	2
Use more cognitively oriented activities	7	1
Communication between grade levels	13	2
Logical progression of social studies courses across grade levels	7	1
Need for more MACOS type materials	13	2
More money to expand the MACOS program	7	1

	%	N
A study of social studies programs at elementary and junior high levels	7	1
Complete the initial design of the social studies curriculum	7	1

From these data we can see there is a wide range of reported urgent problems across these districts. Since the N's are so small it is difficult to draw conclusions or even suggest trends. However, from a review of the literature on social studies programs in elementary schools, these problems or needs seem to be consistent with some of the problems, concerns, and needs expressed by school districts across the country.

II. Report Cards

"You can't fail MACOS" was how one teacher reacted to a question on student evaluation. Although the problems connected with reporting grades was not one of the interview questions to teachers, report cards were collected from 14 of the 15 districts participating in the study. Seven of these districts had one district wide report card used for all elementary schools regardless of curriculum. Six districts had report cards unique to each school building and one district had a standard reporting system for all elementary schools except one.

The majority of report system graded social studies in at least two areas, usually achievement and effort and frequently grade level as well. Typically grades were reported as some variation of outstanding progress (O) Satisfactory Progress (S), and Needs Improvement (NI). Although the A, B, C, letter grades are still around. About a third of the cards collected from districts had relatively detailed breakdown of skills and in a number of cases (4-6)

the specific topics studied. Skills frequently listed were: joins in problem solving, forms judgements and generalizations based on evidence, does independent research, participates in group discussions, listens to others, defends own opinion, etc. Again, on about 5% of the report forms, social studies was broken down into history, geography, economics, government, current events, etc. In only two cases was MACOS listed in the social studies area and these, of course, were in districts where each school had its own individualized reporting system.

III. Demographic Characteristics

The following are demographic characteristics of districts in the study, as reported by the districts on the initial survey form used to recruit participants.

1. District is best thought of as:	Number of Districts
a. urban	5
b. suburban	5
c. rural or small town	4
d. combination of 1, 2, 3	1

2. Total Population of City, Town or area containing School District	N
a. over 500,000	3
b. 50-499,999	8
c. 10-49,999	4

3. School District Size (K-12, 1-12 or K-8)	N
a. 1-4,999	1
b. 5-9,999	5
c. 10-19,999	7
d. 20,49,999	1
e. 50,000 or more	1

4. School District Socio/Economic Characteristics (Number of Districts)

	40%	20-39%	10-19%	1-9%	1	ND*
a. Percentage of Racial Minority Students	1	3	2	7		
b. Percentage of Students Eligible for Free Lunch	1	2	4	5		3
c. Percentage of Students with Spanish Surname	0	1	1	6	5	2

*ND = no data.

APPENDIX C

Scattergrams of Outcome Residuals

The following figures are plots for each outcome variable of the standardized residual (Y-Y', on the vertical axis) against the standardized predicted outcome (Y', on the horizontal axis). The predictors used were the eight student-based input, process and climate principal components (PC's): Ach, Att-1, Att-2, Class-1, Class-2, S-Proc 1, S-Proc 2 and Climate. The sample size for each plot is 97 classes (54 MACOS and 43 non-MACOS).

Figure C-1
Plot of the Standardized Residuals (Y-Y') of the Outcome Variable Animals and People (AP) Against the Standardized Predicted Score (Y') (N = 97)

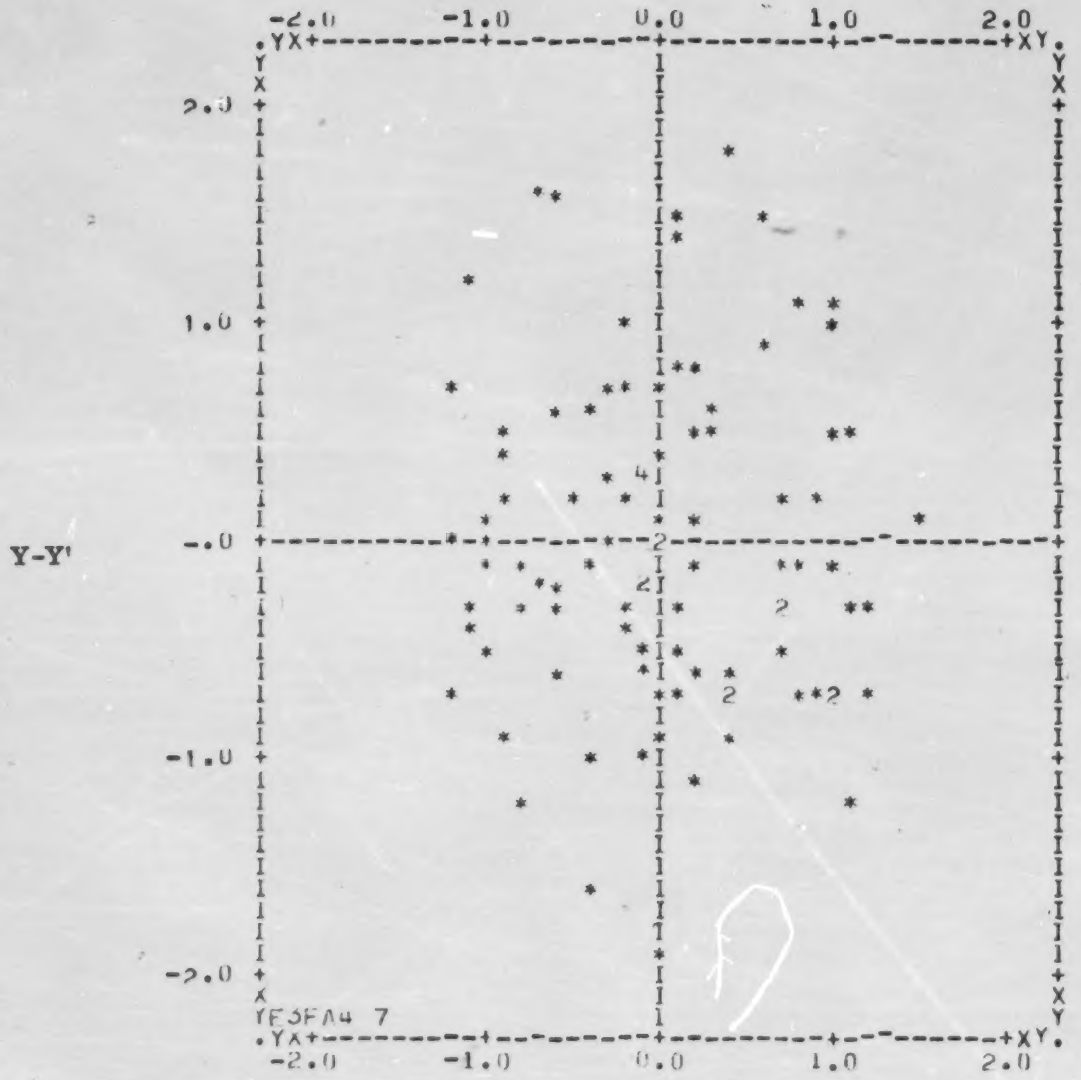


Figure C-2
Plot of the Standardized Residuals (Y-Y') of the Outcome Variable
Social Studies Series II (STEP) Against the Standardized
Predicted Score (Y') (N = 97)

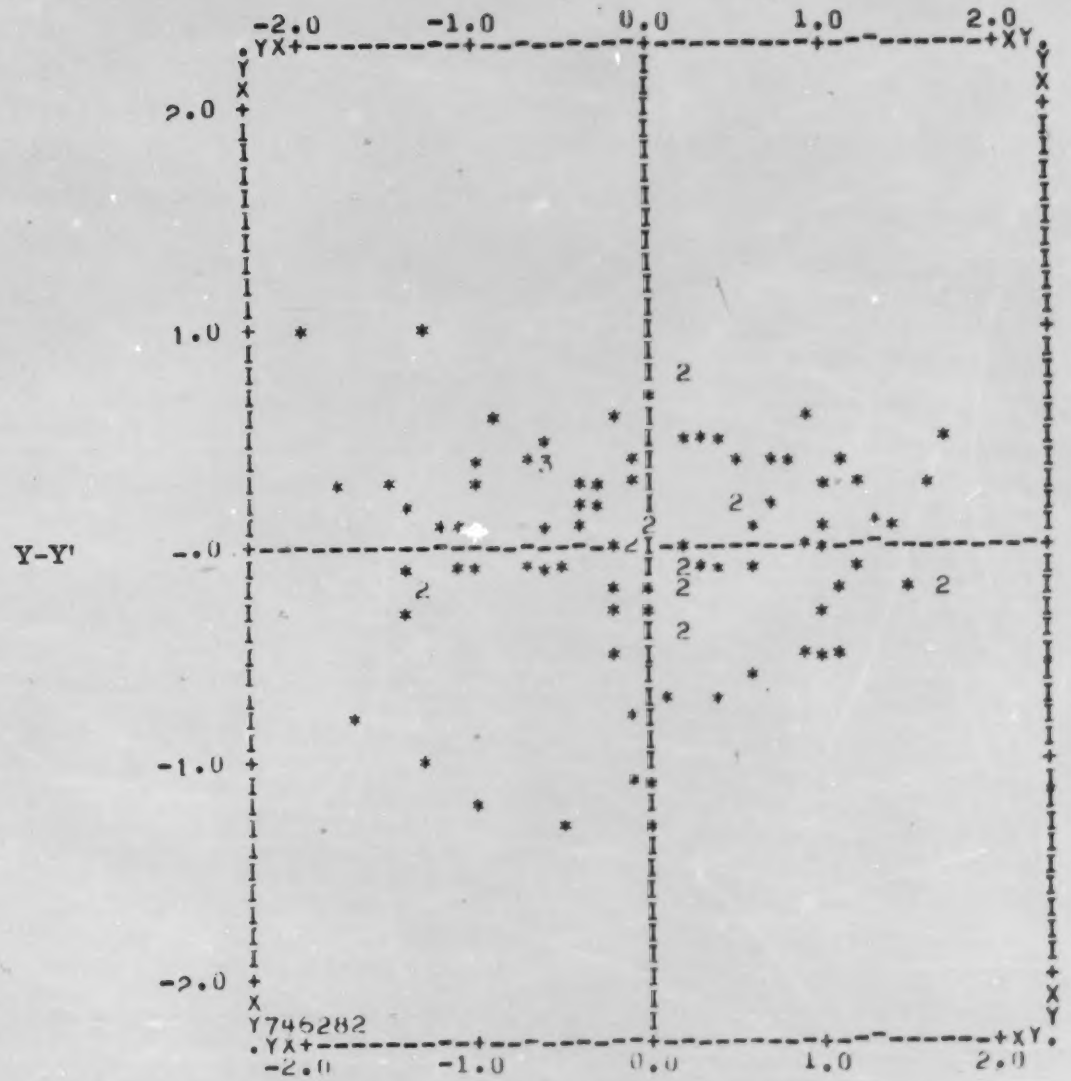


Figure C-3
Plot of the Standardized Residuals (Y-Y') of the Outcome Variable Interpretation of Data Test (IDT) Against the Standardized Predicted Score (Y') (N = 97)

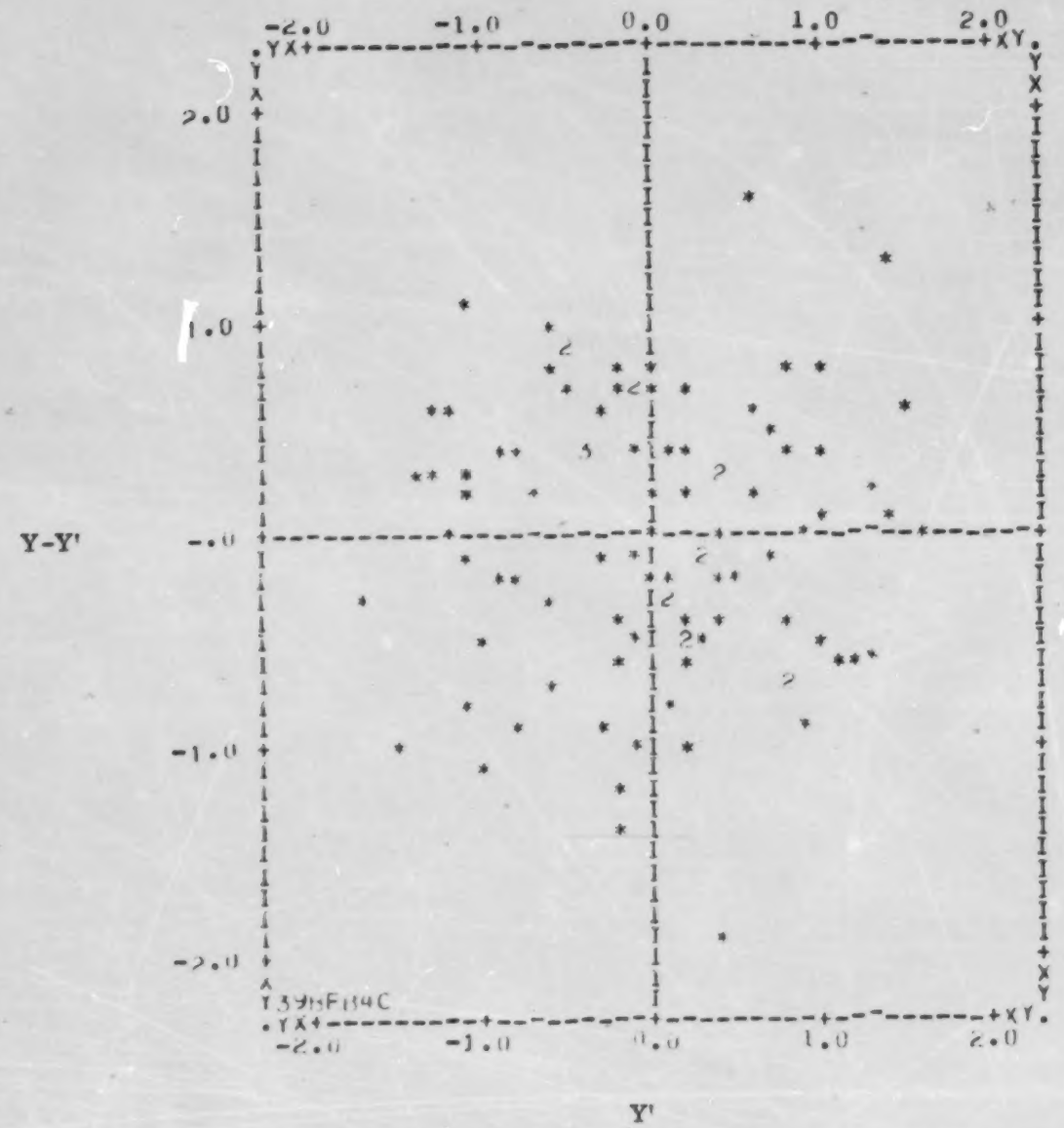


Figure C-4
Plot of the Standardized Residuals (Y-Y') of the Outcome Variable
Study Choices (SS Ch) Against the Standardized
Predicted Score (Y') (N = 97)

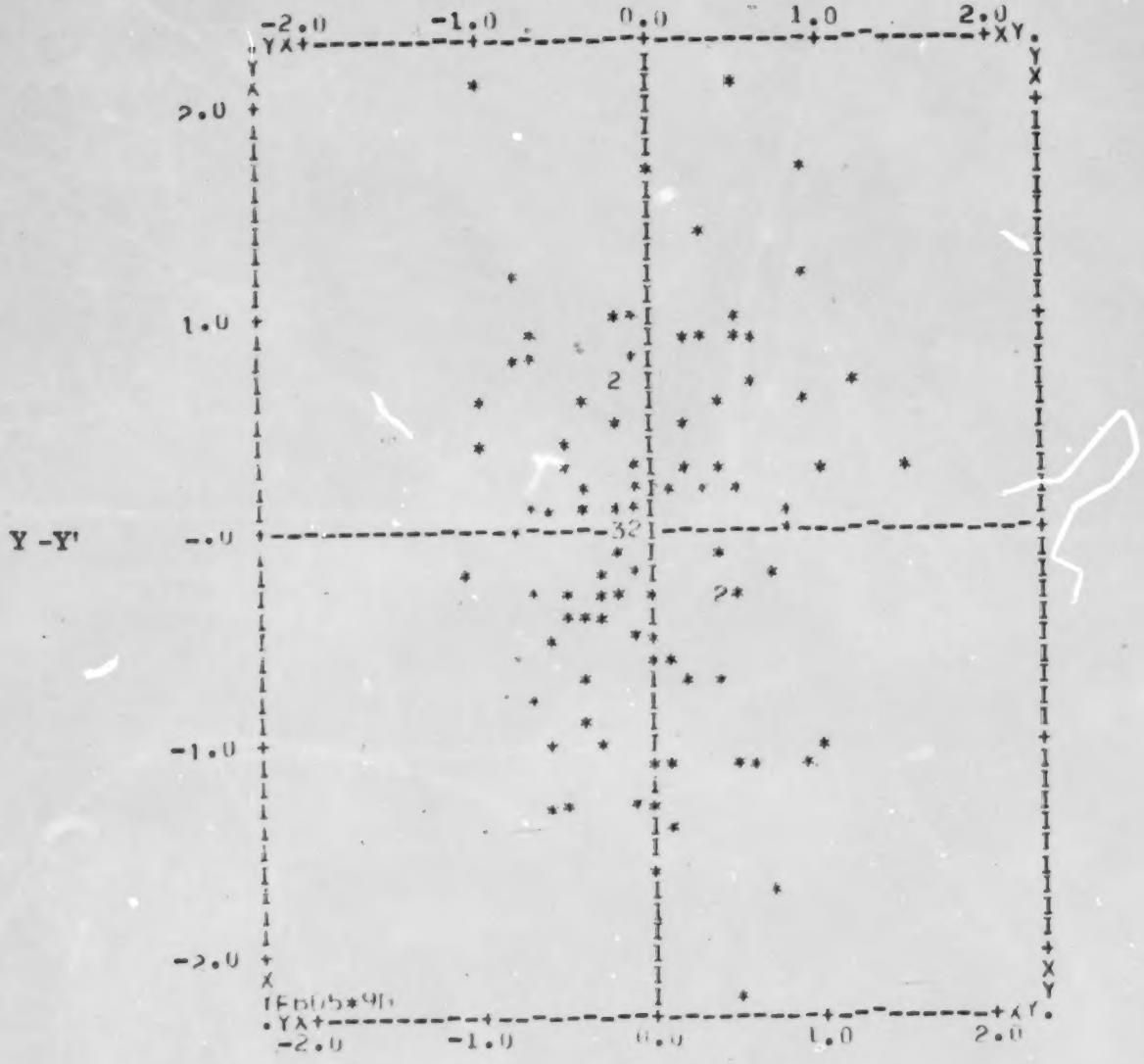


Figure C-5
Plot of the Standardized Residuals (Y-Y') of the Outcome Variable
What Would You Think (WWA) Against the Standardized
Predicted Score (Y) (N = 97)

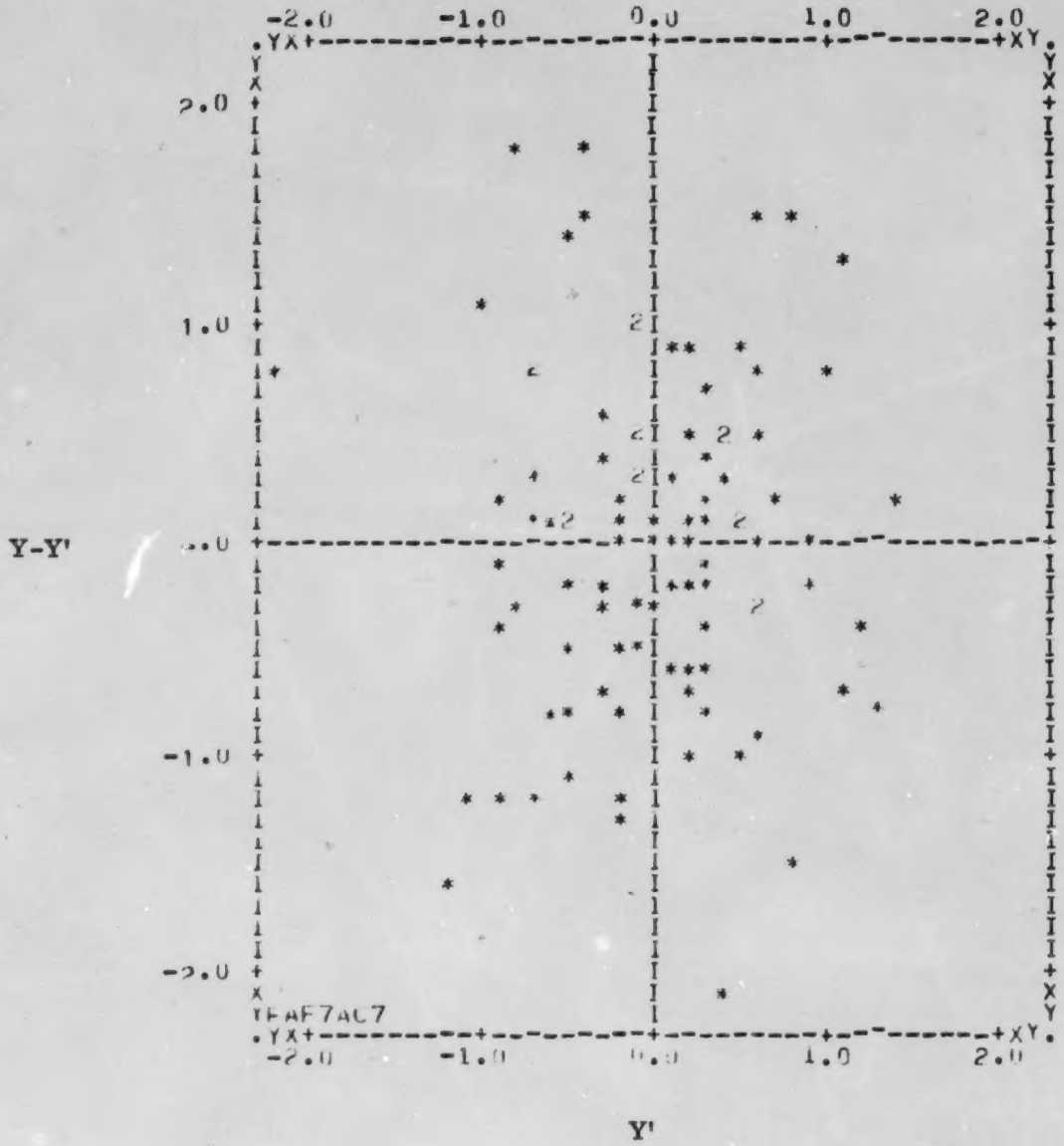


Figure C-6
Plot of the Standardized Residuals (Y-Y') of the Outcome Variable What Would You Think (WWB) Against the Standardized Predicted Score (Y') (N = 97)

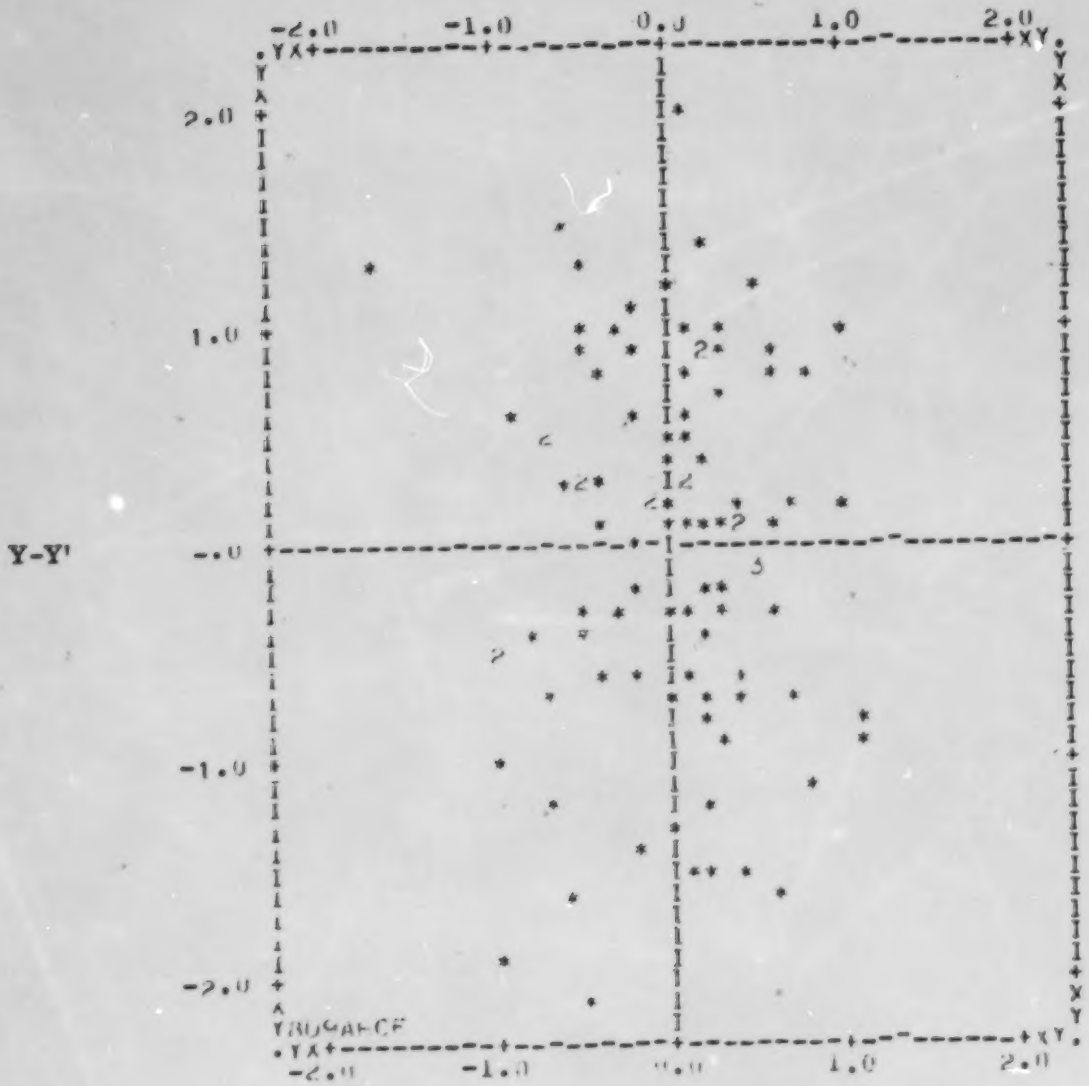


Figure C-7

Plot of the Standardized Residuals (Y-Y') of the Outcome Variable Children's Attitude Toward Problem Solving (CAPS-1) Against the Standardized Predicted Score (Y') (N = 97)

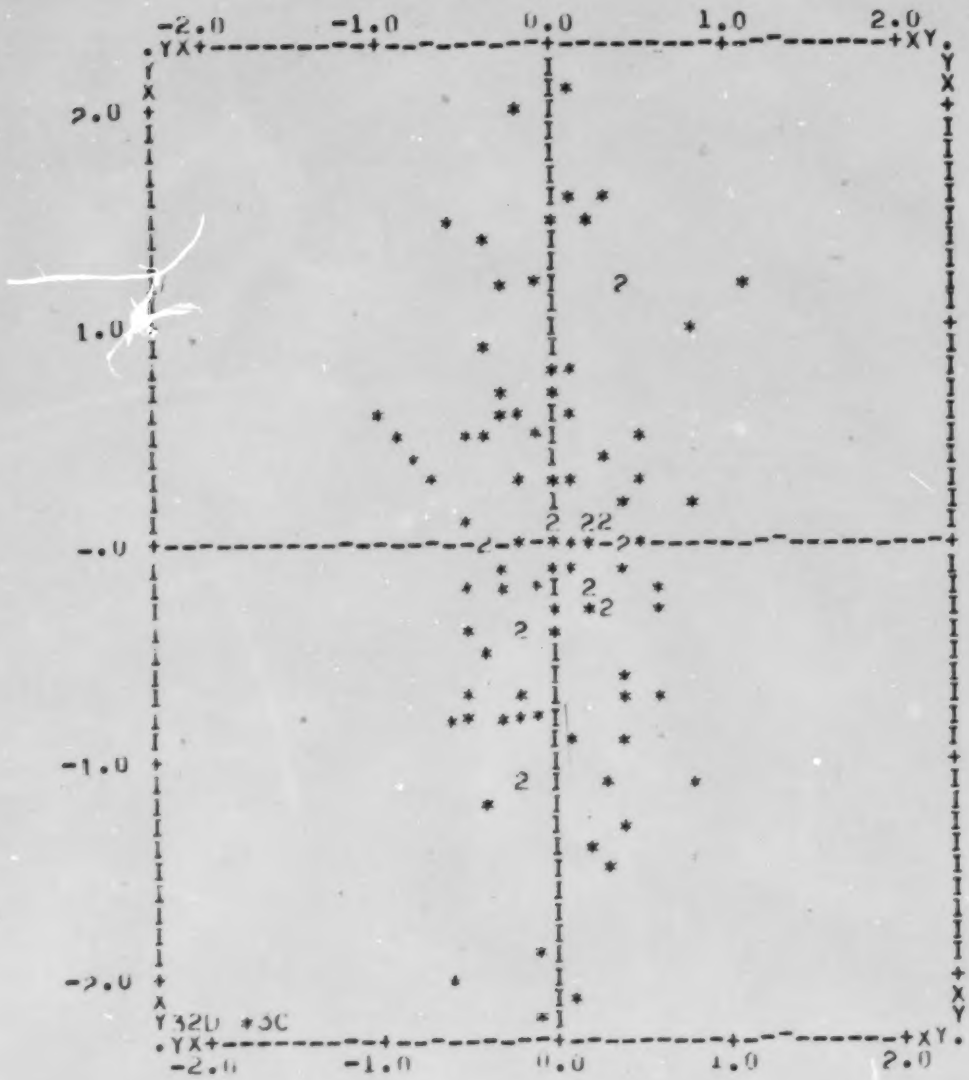


Figure C-8
Plot of the Standardized Residuals (Y-Y') of the Outcome Variable Children's Attitude Toward Problem Solving (CAPS-2) Against the Standardized Predicted Score (Y') (N = 97)

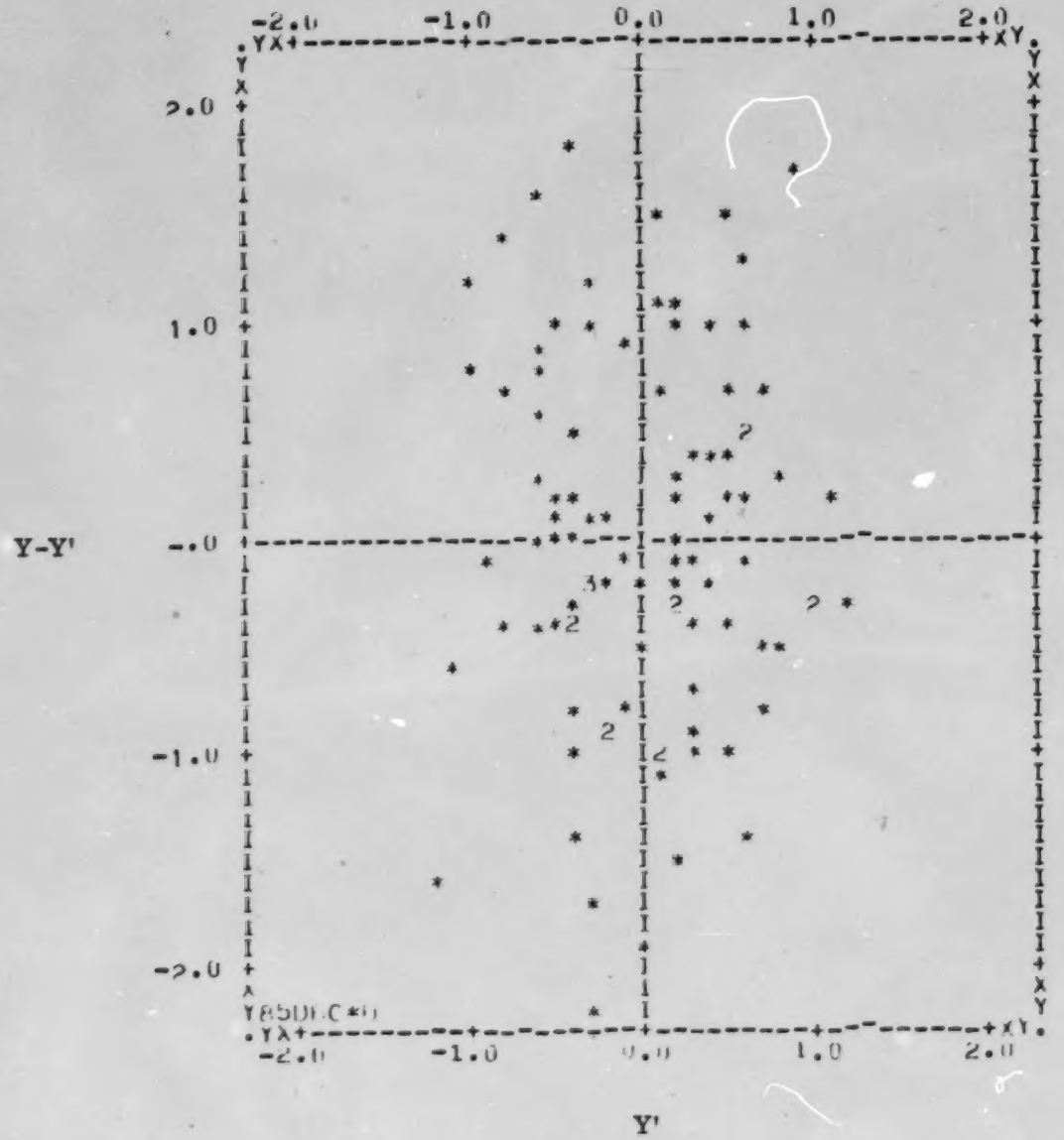


Figure C-9
Plot of the Standardized Residuals (Y-Y') of the Outcome Variable Children's Attitude Toward Problem Solving (CAPS-3) Against the Standardized Predicted Score (Y') (N = 97)

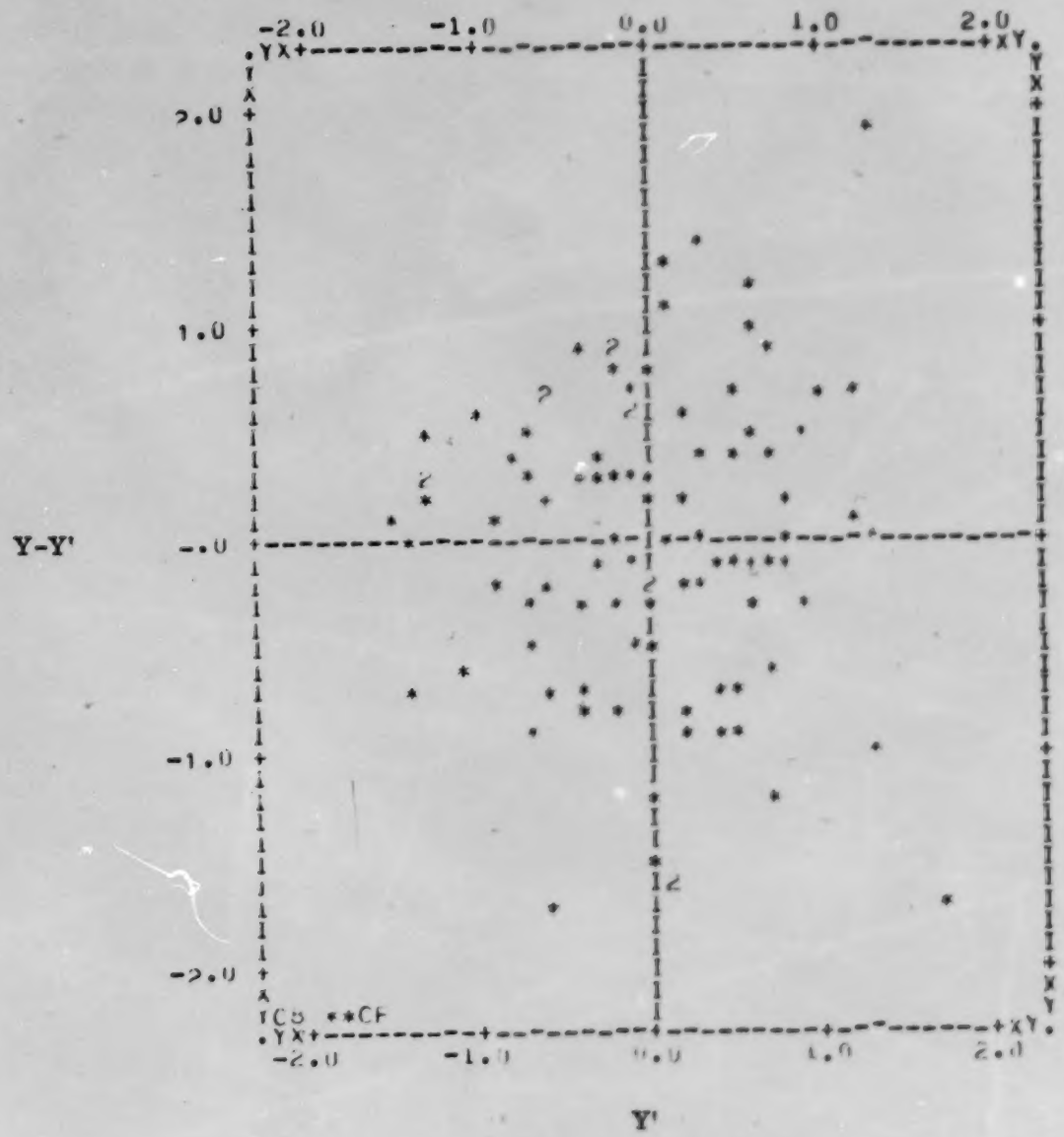


Figure C-10
Plot of the Standardized Residuals (Y-Y') of the Outcome Variable Children's Attitude Toward Problem Solving (CAPS-4) Against the Standardized Predicted Score (Y') (N = 97)

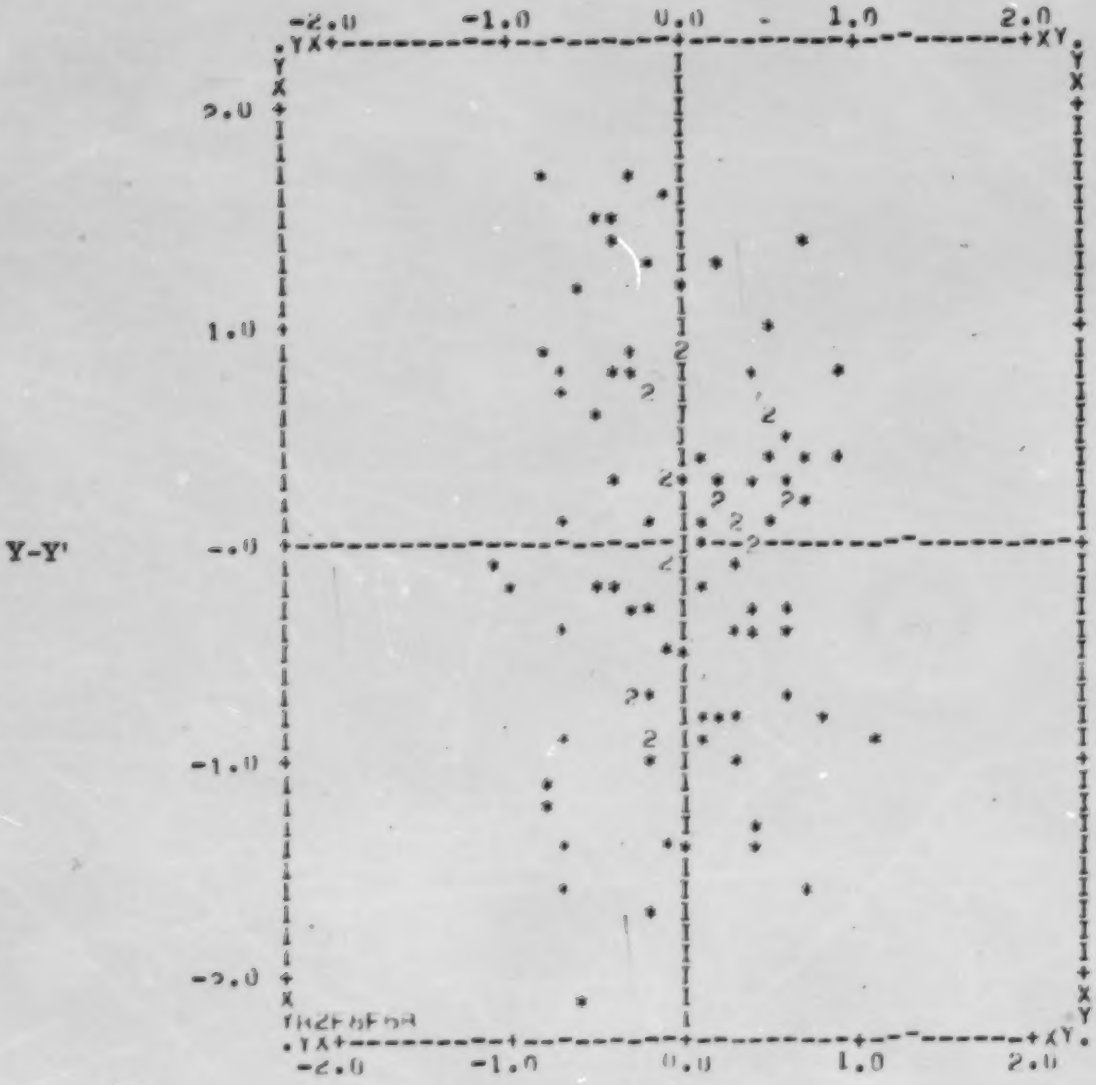


Figure C-11
Plot of the Standardized Residuals (Y-Y') of the Outcome Variable
Skills Against the Standardized Predicted Score (Y') (N = 97)

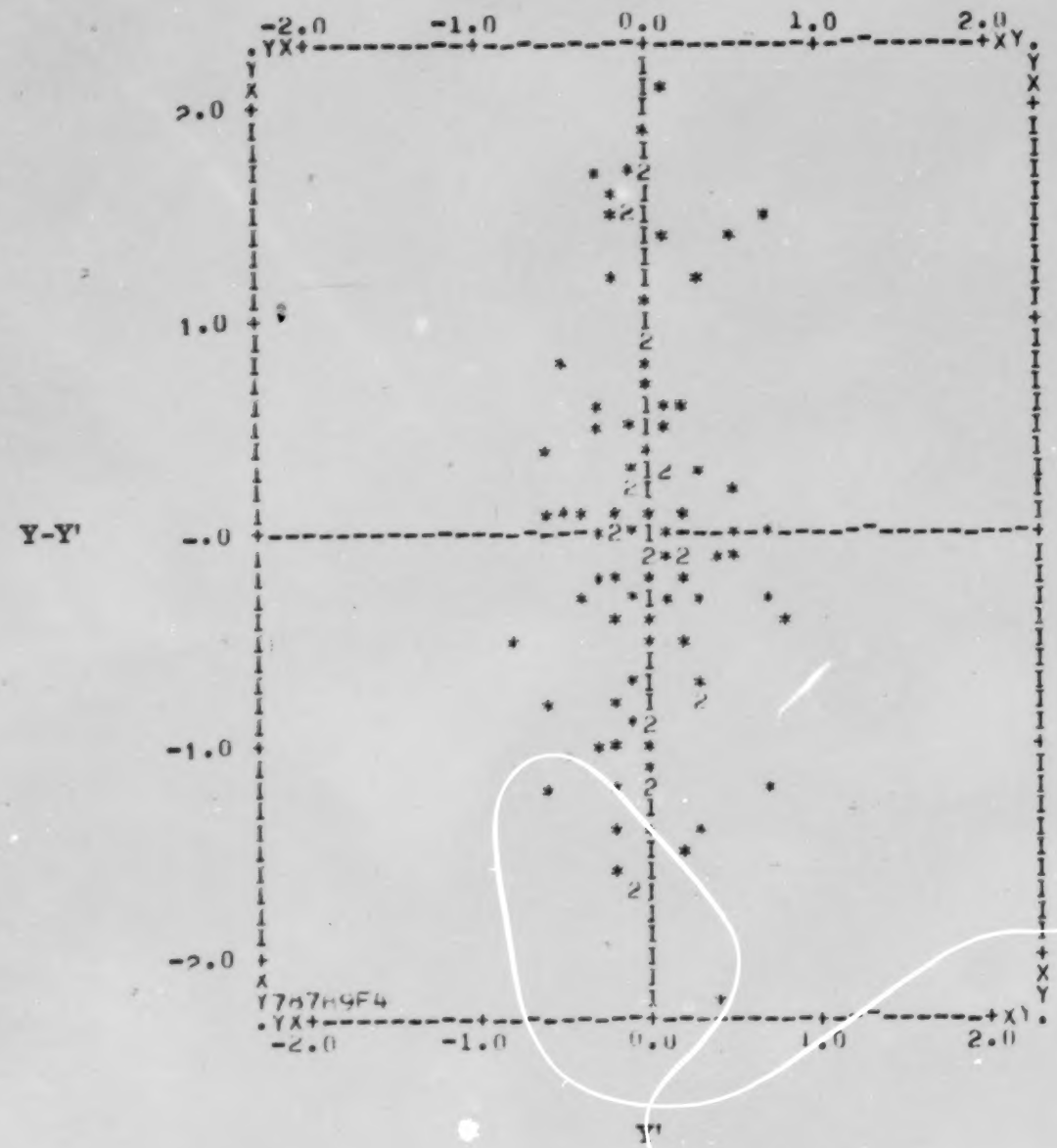


Figure C-12
Plot of the Standardized Residuals (Y-Y') of the Outcome Variables Knowledge (Know) Against the Standardized Predicted Score (Y') (N = 97)

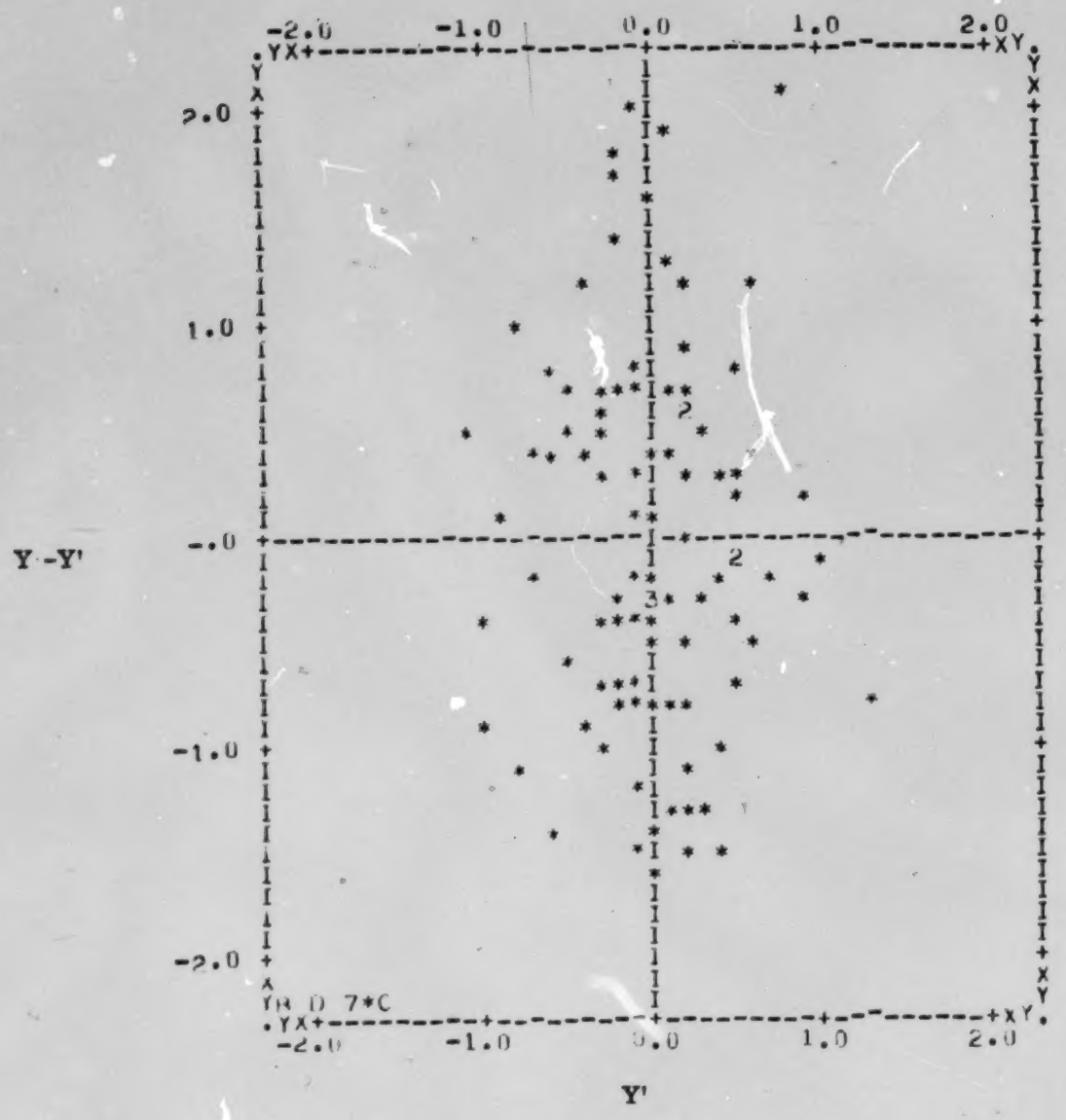


Figure C-13
Plot of the Standardized Residuals (y-Y') of the Outcome Variable Interest (Inter) Against the Standardized Predicted Score (Y') (N=97)

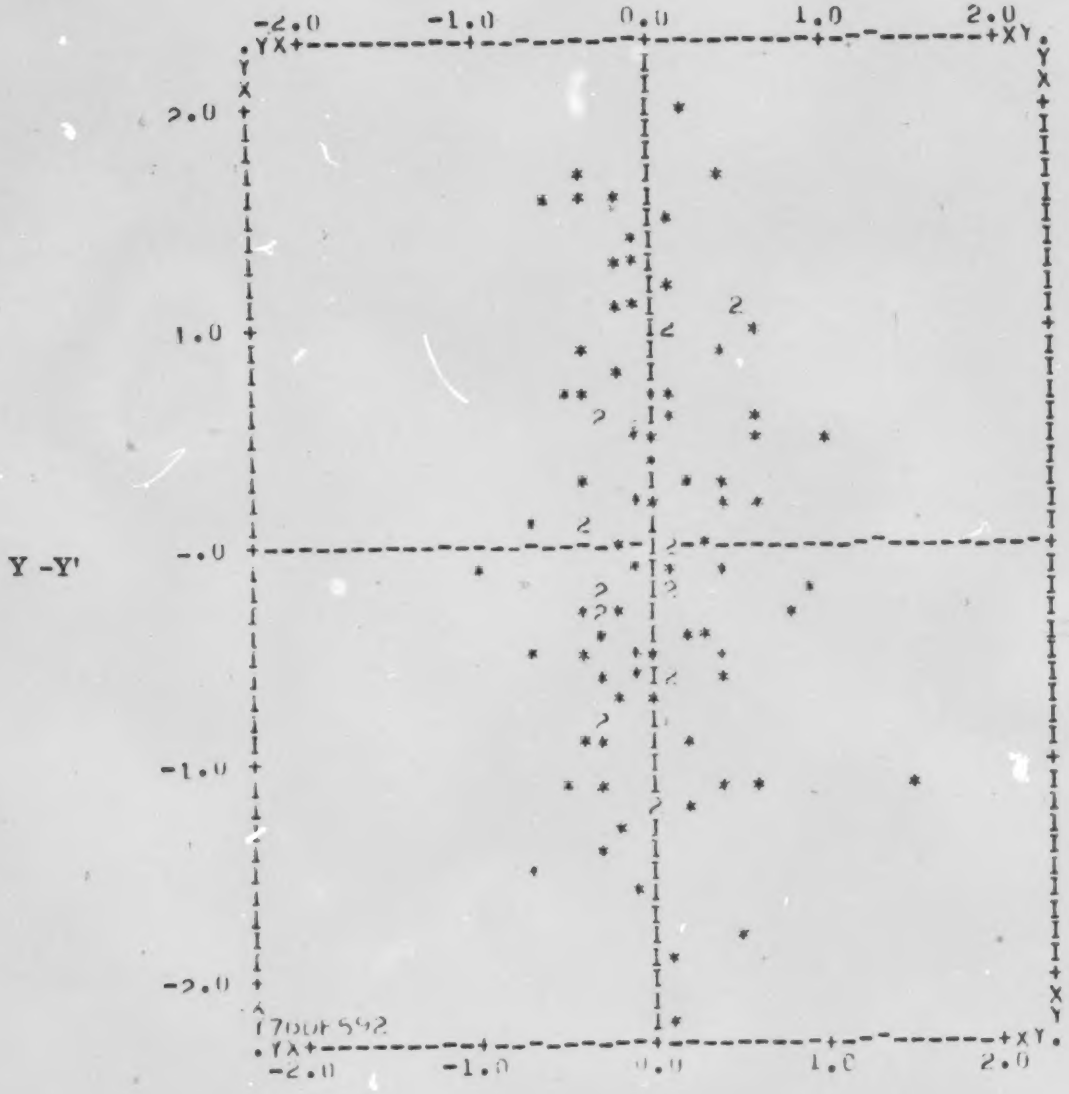


Figure C-14
Plot of the Standardized Residuals (Y-Y') of the Outcome Variable Animals and People Follow-up (APFU) Against the Standardized Predicted Score (Y') (N = 97)

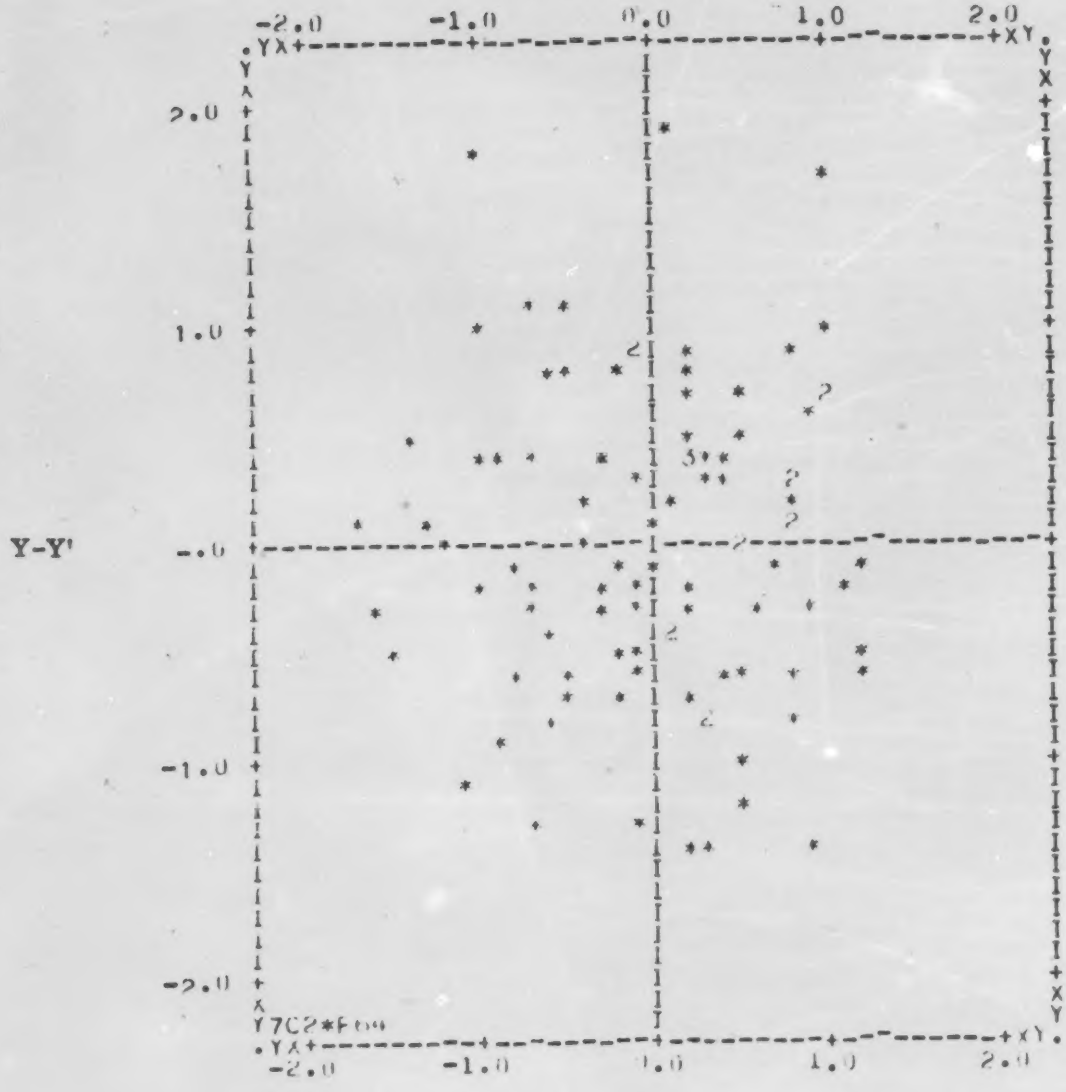


Figure C-15

Plot of the Standardized Residuals (Y-Y') of the Outcome Variable Study Choices Follow-Up (SS Ch FU) Against the Standardized Predicted Score (Y') (N = 97)

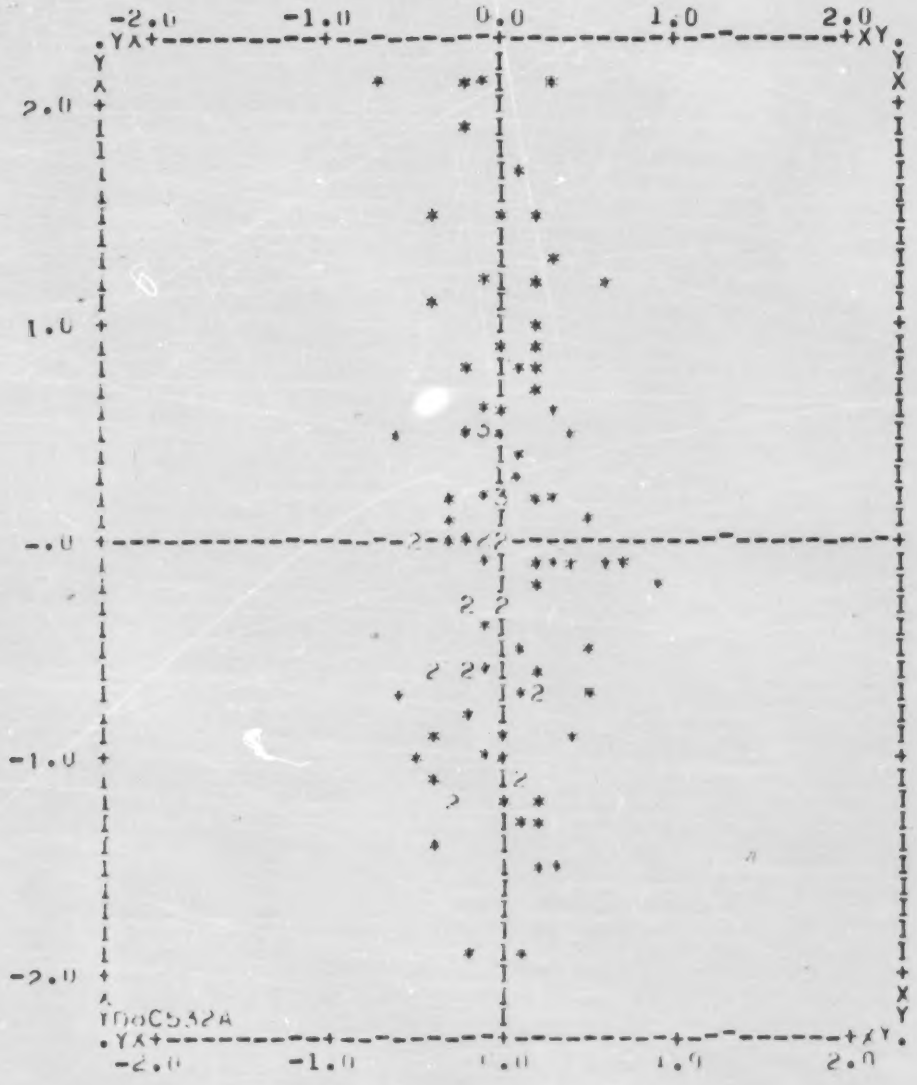


Figure C-16

Plot of the Standardized Residuals (Y-Y') of the Outcome Variable Absolute Ratings of Social Studies as a Subject (SS) Against the Standardized Predicted Score (Y') (N = 97)

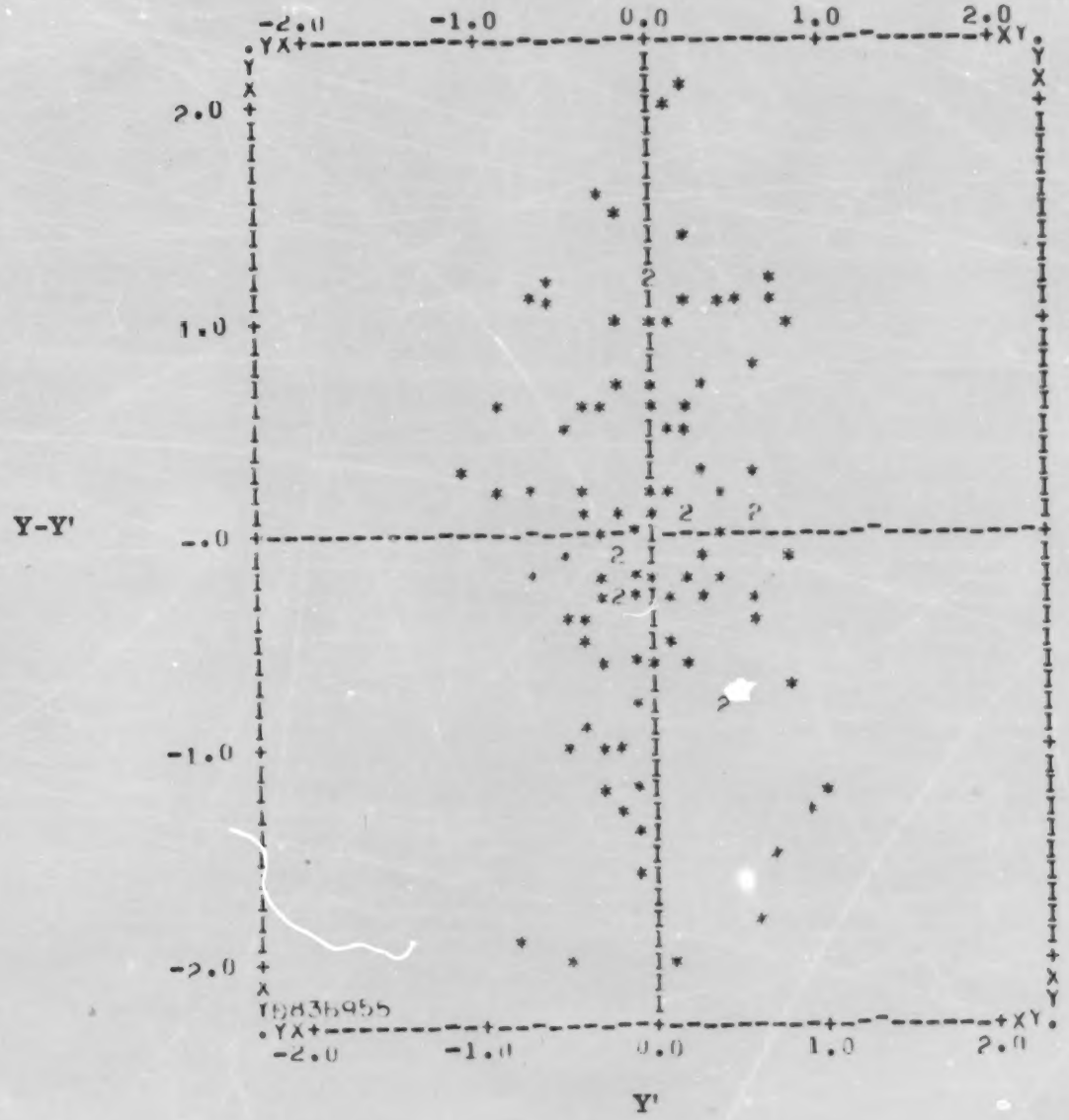


Figure C-17
Plot of the Standardized Residuals (Y-Y') of the Outcome Variable What Would You Think Follow-up (WWAFU) Against the Standardized Predicted Score (Y') (N = 97)

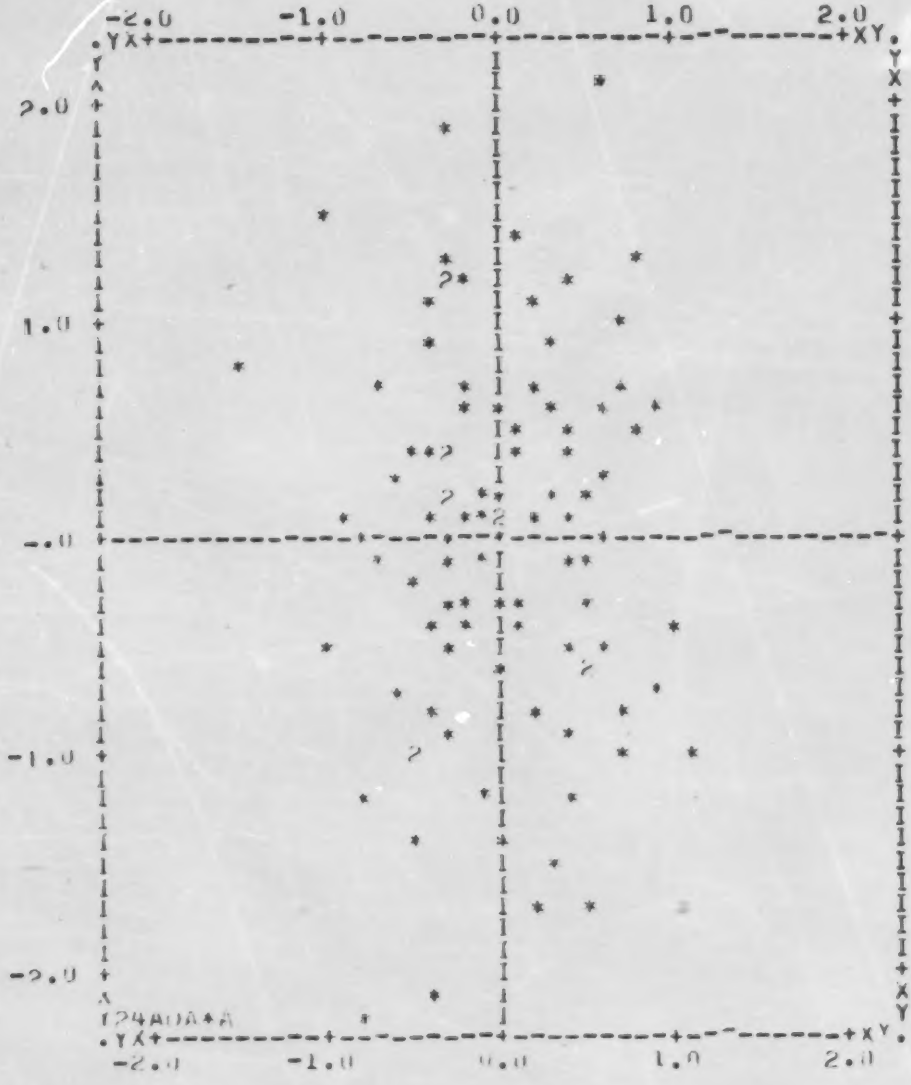


Figure C-18
Plot of the Standardized Residuals (Y-Y') of the Outcome Variable What Would You Think Follow-up (WWBFU) Against the Standardized Prediced Score (Y') (N = 97)

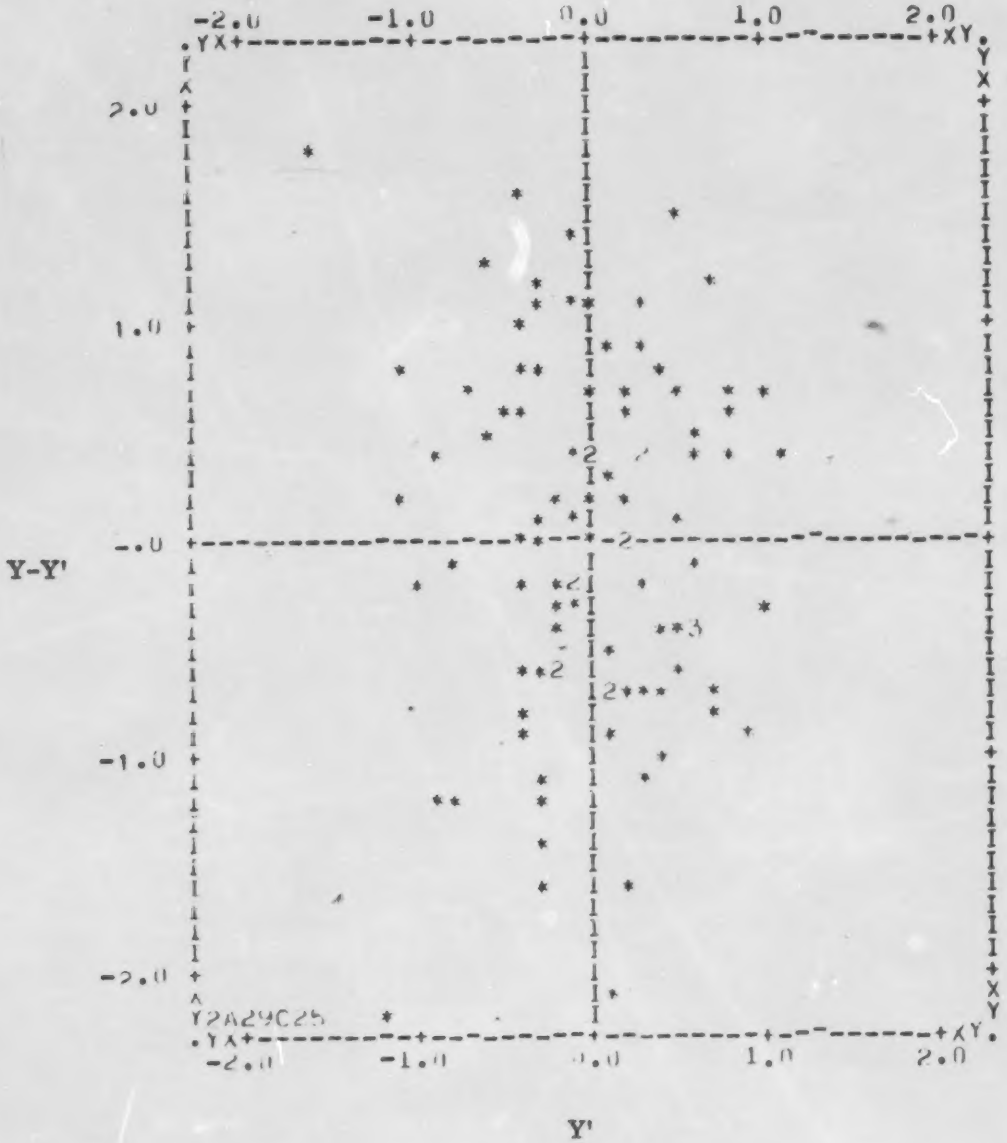


Figure C-19
Plot of the Standardized Residuals (Y-Y') of the Outcome Variable
What Would You Think Additional Items (WWAPFU) Against the Standardized
Predicted Score (Y') (N=97)

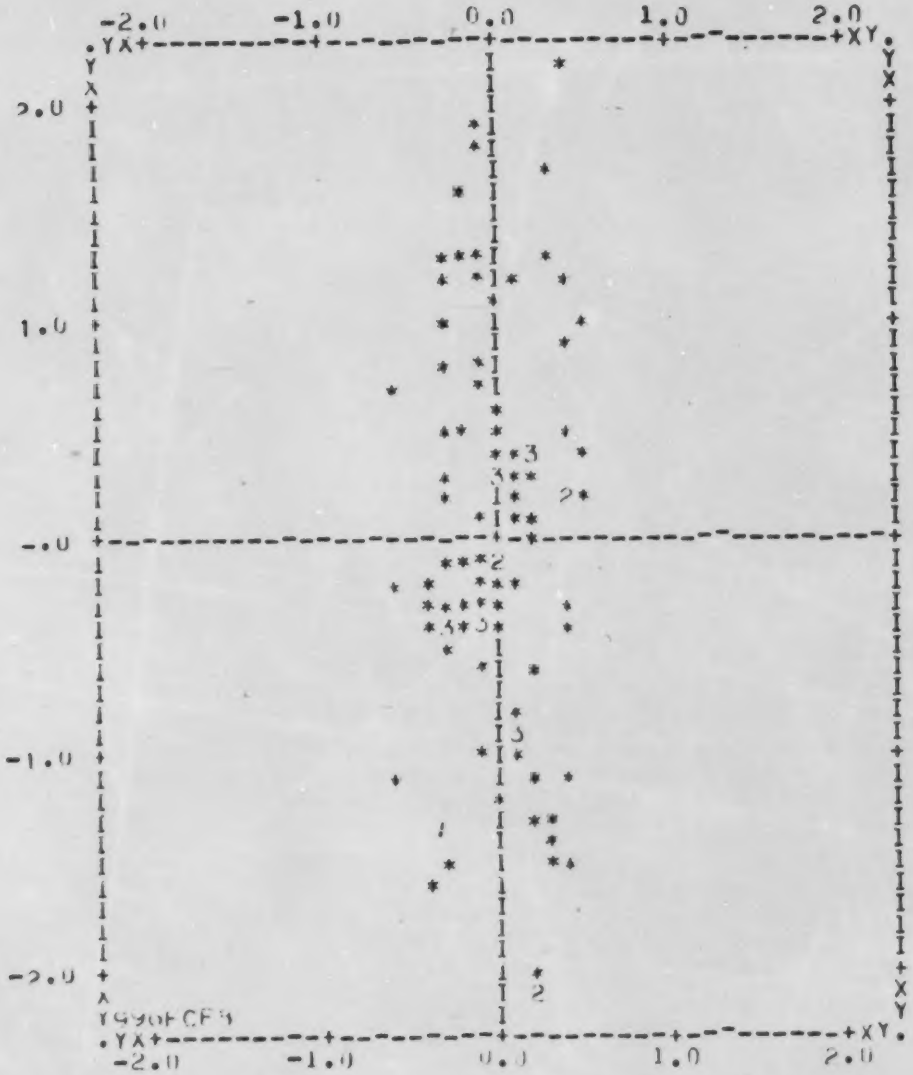
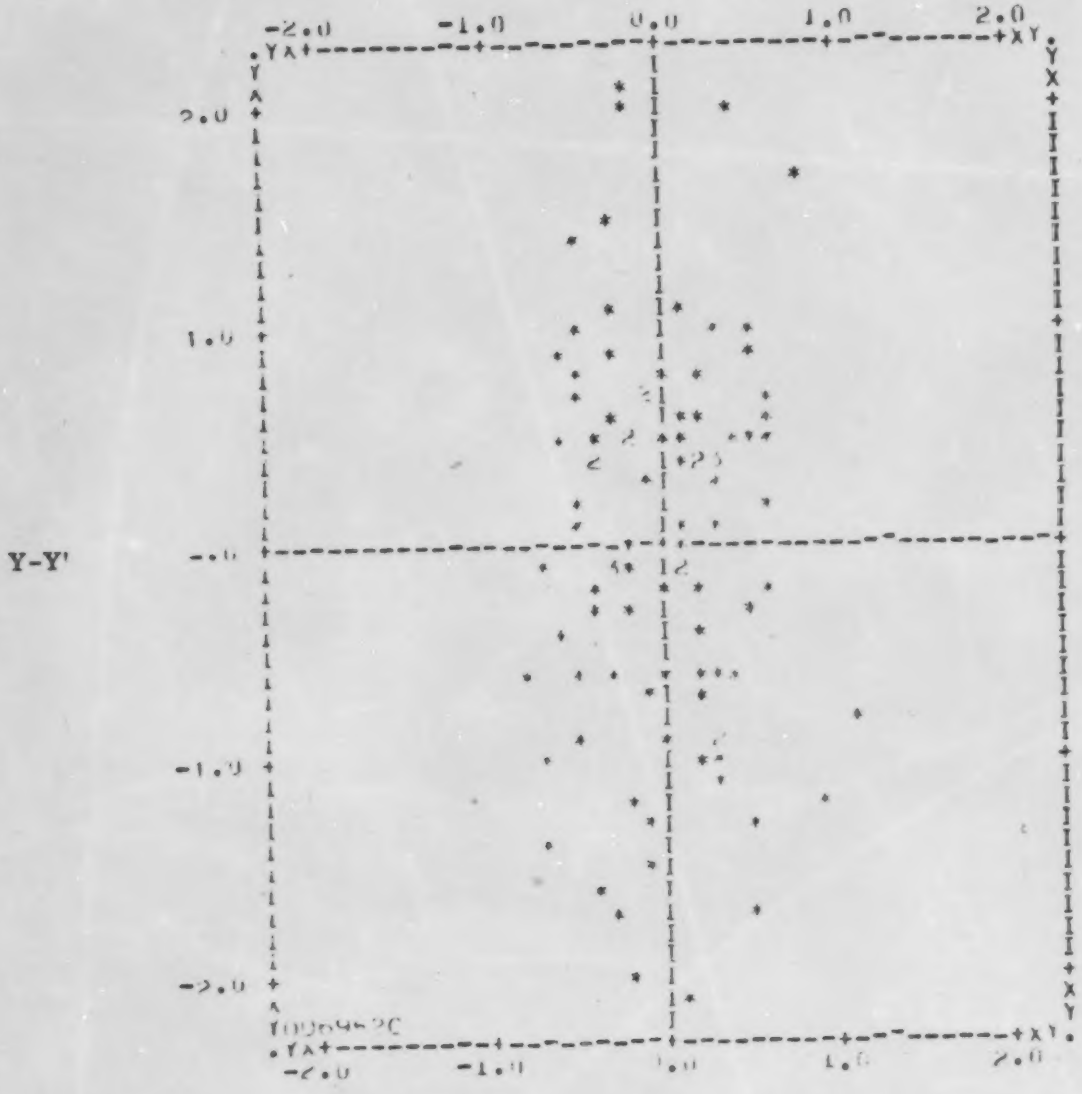


Figure C-20
Plot of the Standardized Residuals (Y-Y') of the Outcome Variable What Would You Think Additional Items (WWBPFU) Against the Standardized Predicted Score (Y') (N = 97)



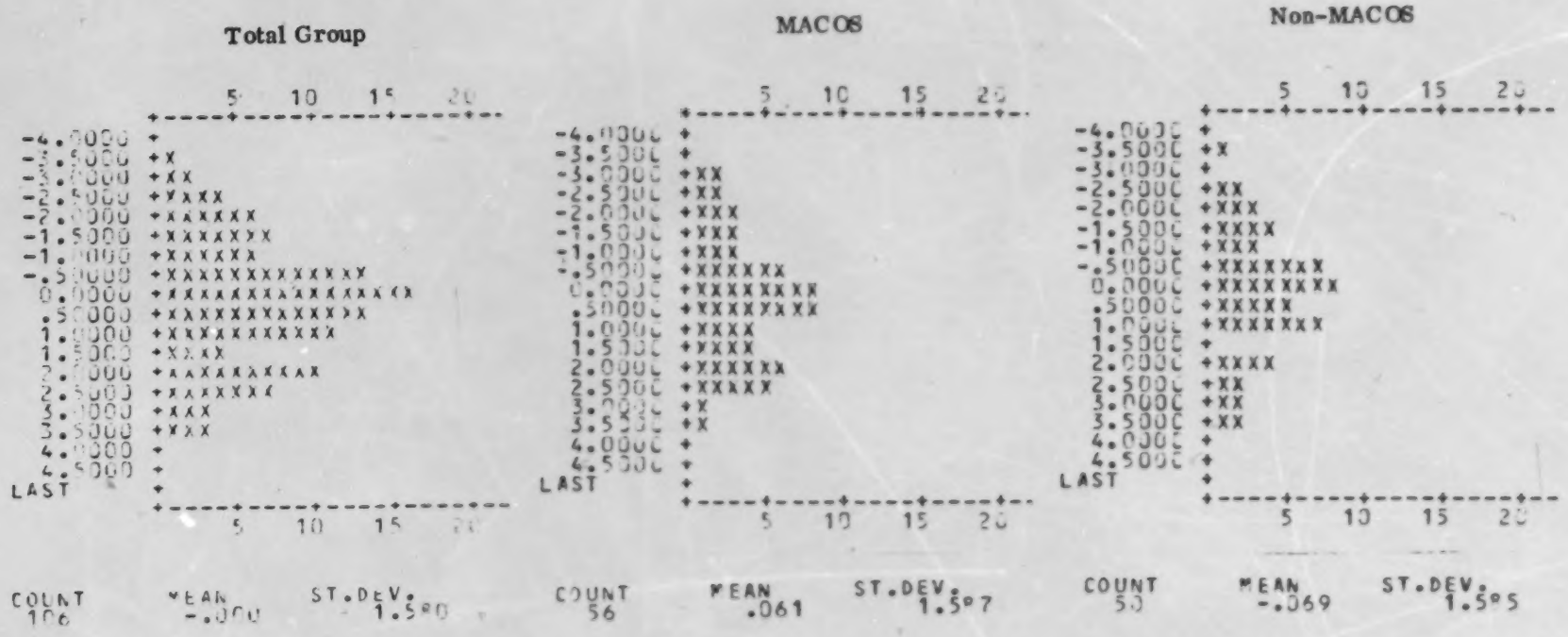
APPENDIX D

Histograms of Principal Component (PC) Distributions

The following figures are histograms of each principal component (PC). There are three histograms for each PC: one for the two groups of classes combined, one for MAC OS classes, and one for non-MAC OS classes. Also given are means, standard deviations and sample sizes.

Figure D-1

Histogram of Achievement PC



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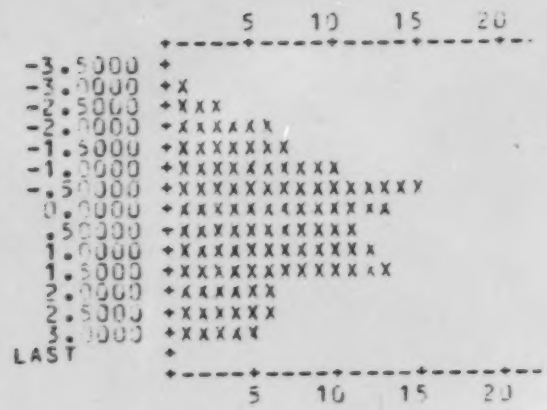
Figures D-2 and 3
Histogram of Att 1and 2 PC's

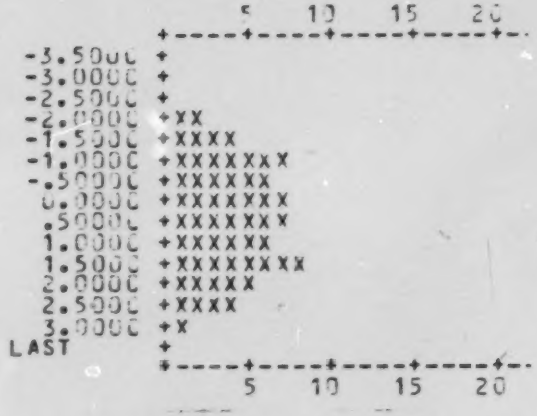
Att 1:

Total Group



COUNT	MEAN	ST.DEV.
108	-.003	1.441

MACOS



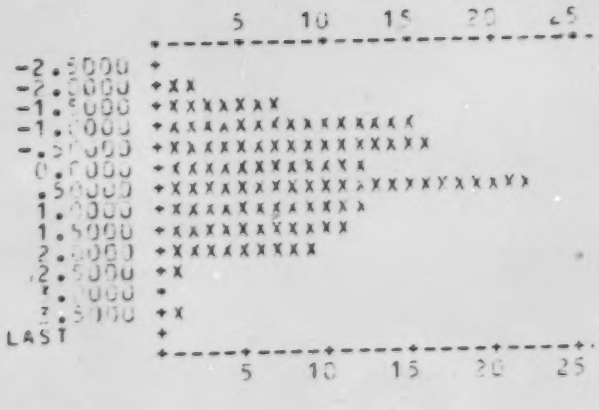
COUNT	MEAN	ST.DEV.
57	.172	1.280

Non-MACOS

COUNT	MEAN	ST.DEV.
51	-.198	1.502

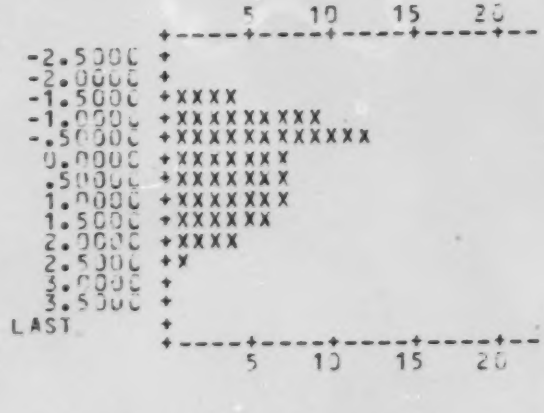
Att 2:

Total Group



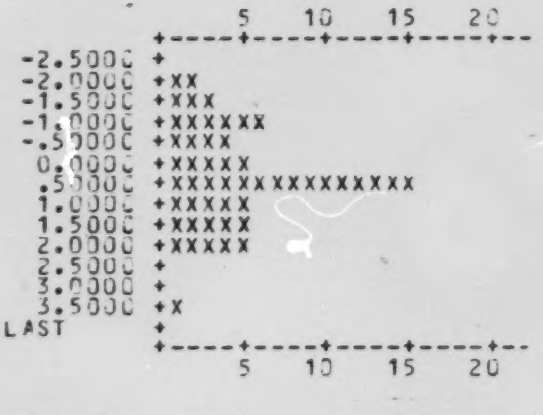
COUNT	MEAN	ST.DEV.
108	-.002	1.094

MACOS



COUNT	MEAN	ST.DEV.
57	-.045	1.062

Non-MACOS



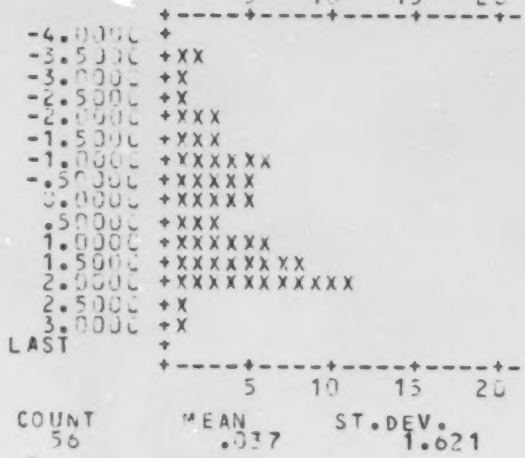
COUNT	MEAN	ST.DEV.
51	.043	1.138

Figures D-4 and 5
Histogram of Class 1 and 2 PC's

Class 1 — **Total Group**

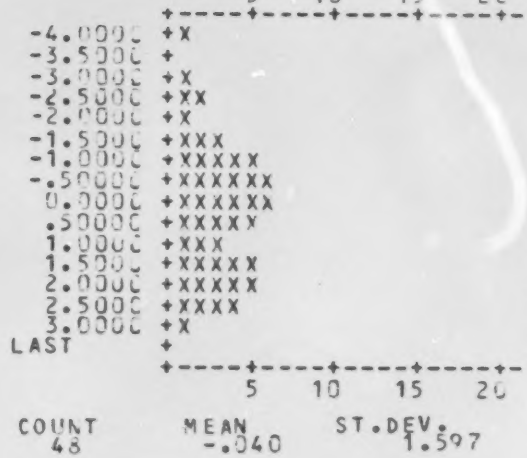
COUNT 104 — MEAN .002 — ST.DEV. 1.603

MACOS



COUNT 56 — MEAN .037 — ST.DEV. 1.621

Non-MACOS

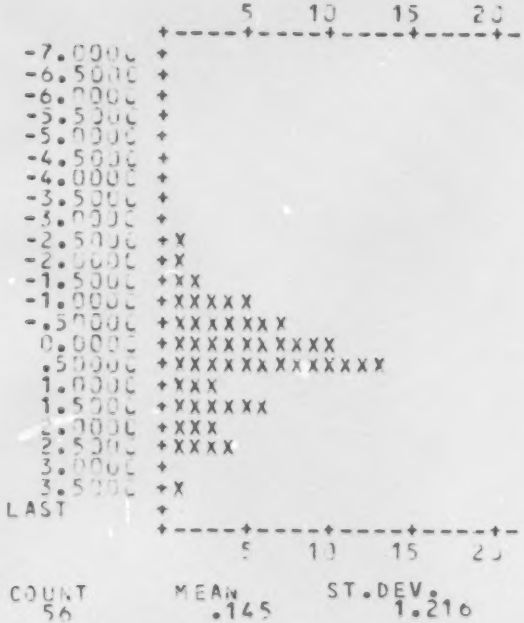


COUNT 48 — MEAN -.040 — ST.DEV. 1.597

Class 2 — **Total Group**

COUNT 104 — MEAN -.005 — ST.DEV. 1.441

MACOS



COUNT 56 — MEAN .145 — ST.DEV. 1.216

Non-MACOS

COUNT 48 — MEAN -.175 — ST.DEV. 1.662

Figure D-6
Histogram of T Demo PC's

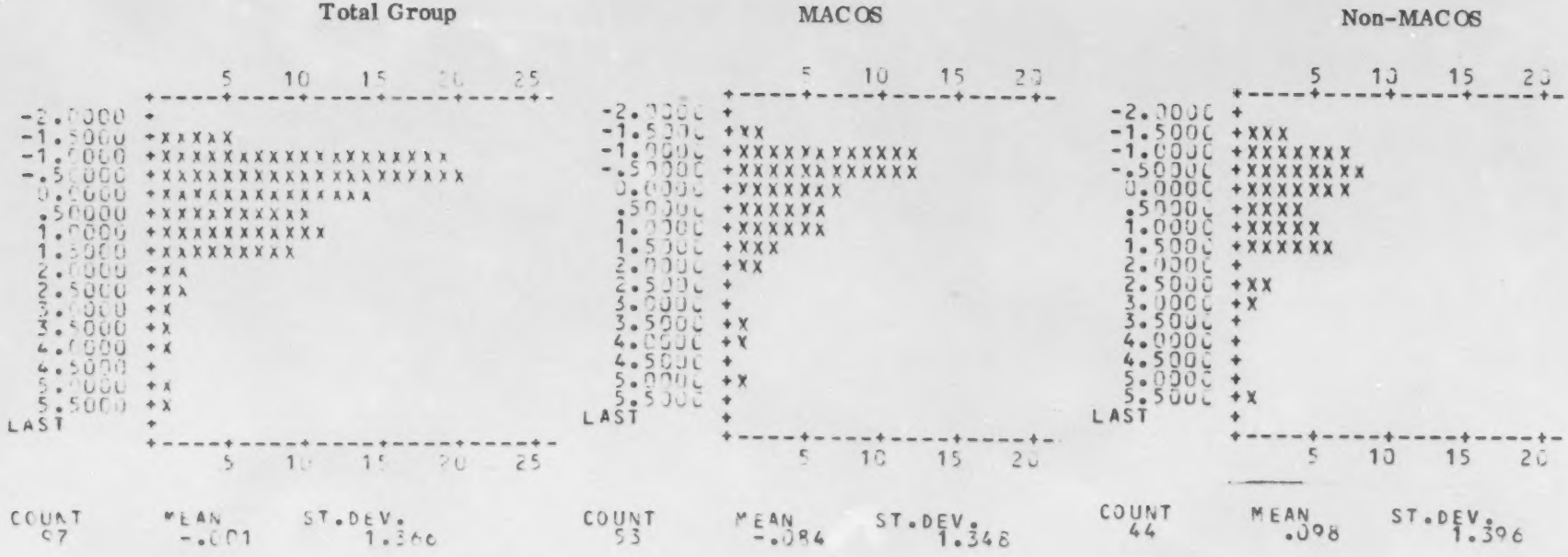


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Figure D-7 and 8
Histogram of T Psy 1 and T Psy 2

T Psy 1:

Total Group

COUNT 95 MEAN .004 ST.DEV. 2.177

MACOS

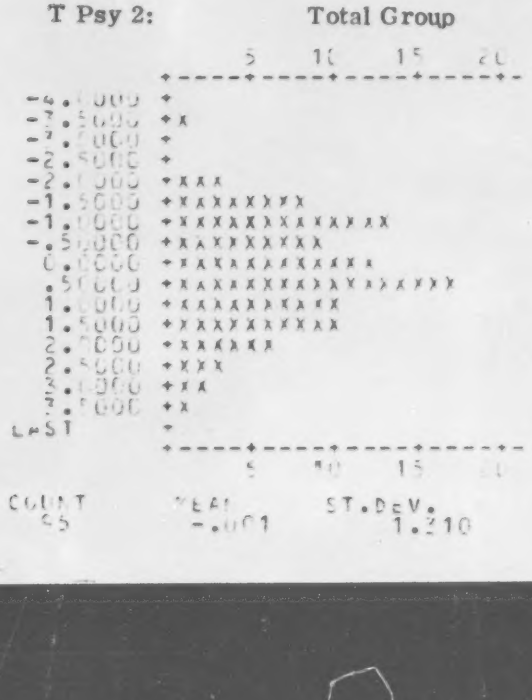
COUNT 50 MEAN -.445 ST.DEV. 2.272

Non-MACOS

COUNT 45 MEAN .502 ST.DEV. 1.973

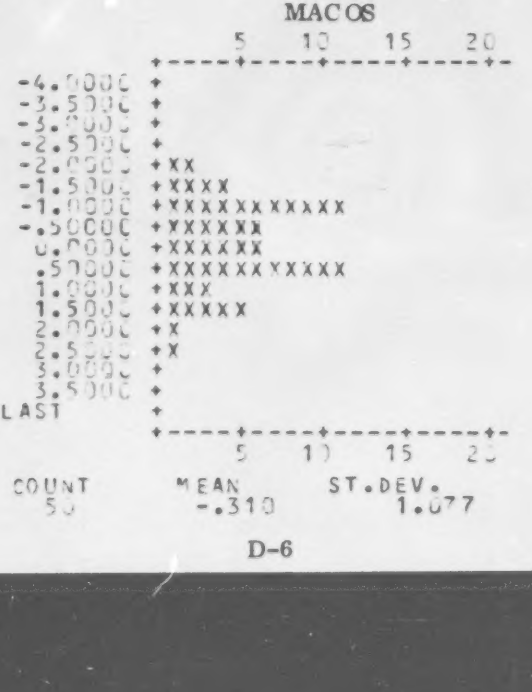
T Psy 2:

Total Group



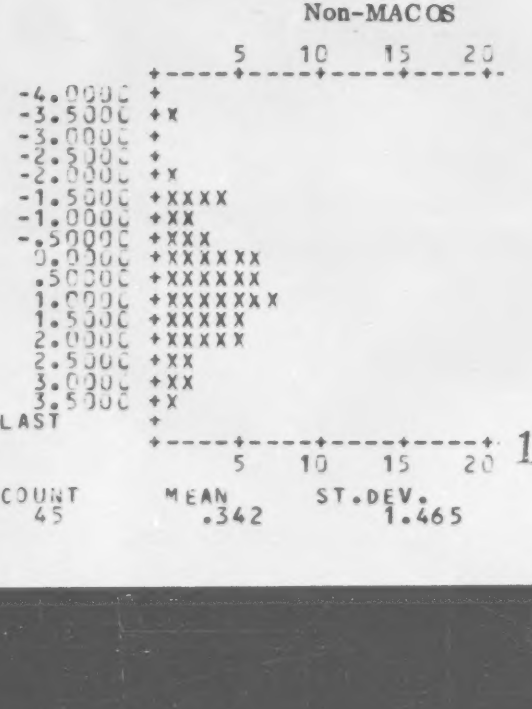
COUNT 95 MEAN -.001 ST.DEV. 1.210

MACOS



COUNT 50 MEAN -.310 ST.DEV. 1.077

Non-MACOS



COUNT 45 MEAN .342 ST.DEV. 1.465

168

168

Figure D-9 and 10
Histogram of S Proc 1 and S Proc 2

S Proc 1: Total Group

COUNT	MEAN	ST.DEV.
108	-.001	1.709

MACOS

COUNT	MEAN	ST.DEV.
57	.246	1.812

Non-MACOS

COUNT	MEAN	ST.DEV.
51	-.277	1.760

S Proc 2 Total Group

COUNT	MEAN	ST.DEV.
108	.009	1.720

MACOS

COUNT	MEAN	ST.DEV.
57	-.520	1.662

Non-MACOS

COUNT	MEAN	ST.DEV.
51	.600	1.554

170

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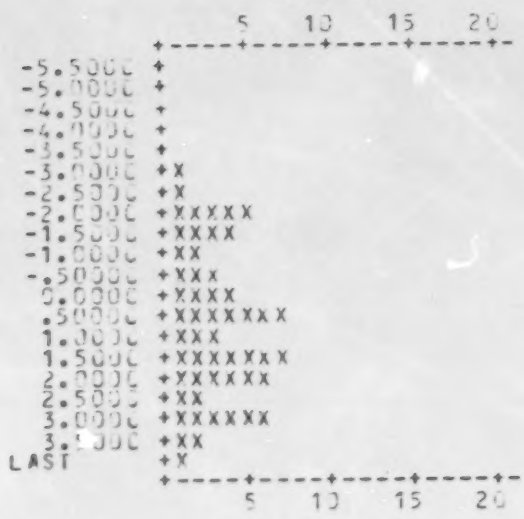
Figure D-11 and 12
Histogram of T Proc 1 and T Proc 2

T Proc 1: Total Group

COUNT 102 MEAN .003 ST.DEV. 1.874

MACOS



COUNT 54 MEAN .461 ST.DEV. 1.838

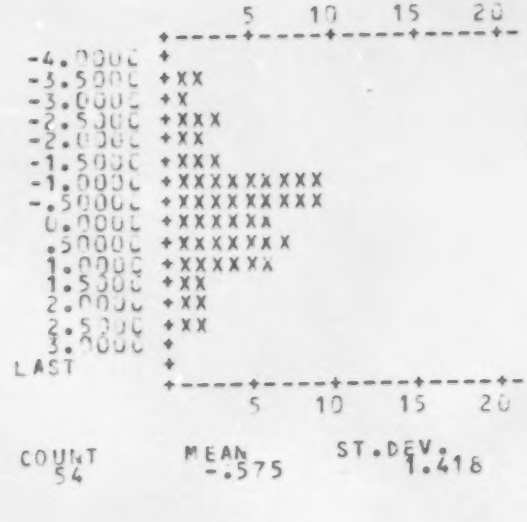
Non-MACOS

COUNT 48 MEAN -.513 ST.DEV. 1.796

T Proc 2 Total Group

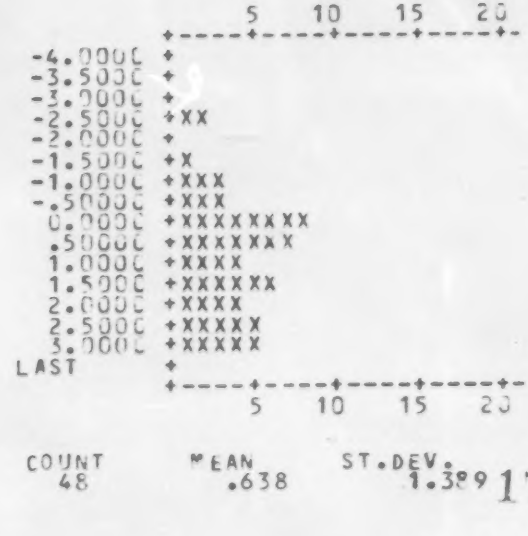
COUNT 102 MEAN -.004 ST.DEV. 1.524

MACOS



COUNT 54 MEAN -.575 ST.DEV. 1.418

Non-MACOS

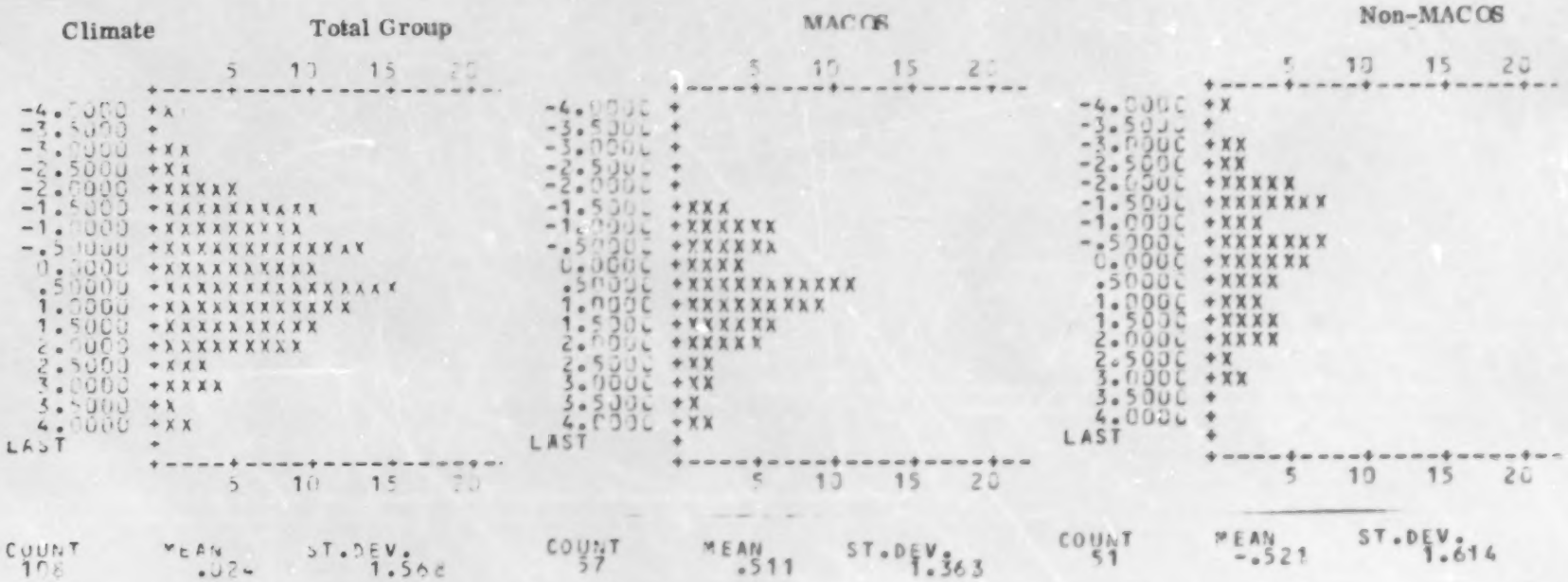


COUNT 48 MEAN .638 ST.DEV. 1.389

172

Figure D-13

Histogram of Climate PC's



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APPENDIX E

Statistical Data for Class Means

This appendix contains additional statistical data based on class means. Table E-1 gives, for each group and outcome variable, the pretest, posttest and where appropriate Follow-up 2 means (in raw score form), standard deviations, skewness and N. Table E-2 shows, for the total group of classes and each outcome variable for which there was a pretest, the correlation of pretest, posttest and follow-up class means with treatment (MACOS = 1, non-MACOS = 2); the pre-post correlation; and the pre, post, and Follow-up 2 mean (in raw score form), standard deviation and N. Table E-3 gives the correlations of principal components (PC's) for the large group of classes for the total group, and for MACOS and non-MACOS classes.

Table E-1

Pre, Post and Follow-up 2 Class Means,
Standard Deviations, Skewness, and N's, by Group

		MACOS				Non-MACOS			
Variable	Time	M	SD	Sk	N	M	SD	Sk	N
AP-Total	Pretest	19.01	4.26	-.30	57	18.74	3.58	-.11	51
	Posttest	25.26	3.81	-.73	57	21.72	3.19	-.14	51
AP1-4	Pretest	10.46	2.17	-.57	57	10.07	1.69	-.39	51
	Posttest	13.07	2.14	-.34	57	11.26	1.58	.14	51
	Follow-up	13.85	1.81	.47	56	12.76	1.93	.23	48
AP5-8	Pretest	8.55	2.66	-.63	57	8.68	2.25	-.72	51
	Posttest	12.18	1.95	-.29	57	10.46	1.87	-.47	51
STEP-Total	Pretest	28.79	5.73	-.18	56	28.08	5.60	.25	50
	Posttest	31.98	5.10	-.34	57	31.40	5.51	-.15	50
Sub-1	Pretest	3.65	.80	-.17	56	3.55	.77	.10	50
	Posttest	4.12	.85	-.43	57	4.00	.81	-.23	50
Sub-2	Pretest	14.27	2.89	-.20	56	13.93	2.78	.44	50
	Posttest	15.90	3.01	-.29	57	15.64	2.72	-.14	50
Sub-3	Pretest	2.80	.61	.52	56	2.71	.67	-.23	50
	Posttest	3.06	.75	-.32	57	3.04	.68	-.99	50
Sub-4	Pretest	6.59	1.24	-.37	56	6.50	1.21	.32	50
	Posttest	7.30	1.24	-.51	57	7.15	1.10	-.16	50
Sub-5	Pretest	1.48	.38	1.09	56	1.38	.37	-.22	50
	Posttest	1.59	.33	-.10	57	1.57	.41	.18	50
IDT	Pretest	8.90	1.45	.78	57	8.78	1.54	.18	51
	Posttest	10.40	1.89	.27	57	9.87	1.78	-.77	51
SS Ch	Pretest	2.33	.75	.68	57	1.20	.72	.81	51
	Posttest	2.49	.83	.57	57	2.11	.78	.67	51
	Follow-up[1]	1.61	.42	.53	56	1.65	.44	-.11	47
WWA	Pretest	4.87	.26	.80	57	4.82	.31	-.12	51
	Posttest	5.07	.30	-.34	57	4.91	.33	-.37	51
	Follow-up	5.01	.39	.44	56	4.94	.43	-.56	51
WWB	Pretest	5.48	.27	.92	57	5.40	.36	.17	51
	Posttest	5.60	.30	-.64	57	5.46	.33	-.17	51
	Follow-up	5.51	.39	.29	56	5.36	.47	-.89	48
CAPS-1	Pretest	2.84	.26	-.80	57	2.88	.27	-.17	51
	Posttest	2.93	.27	-.72	57	3.00	.25	.30	51
CAPS-2	Pretest	3.79	.20	-.24	57	3.82	.19	-.54	51
	Posttest	3.79	.24	-.20	57	3.75	.19	-.22	51
CAPS-3	Pretest	2.90	.26	-.34	57	2.87	.25	.51	51
	Posttest	3.11	.28	.28	57	3.04	.24	-.65	51
CAPS-4	Pretest	3.11	.20	.75	57	3.12	.19	.14	51
	Posttest	3.15	.20	-.61	57	3.14	.23	1.69	51

1. SS Ch F does not have the same range of possible scores as SS Ch (pre, post). Range for SS Ch = 0-5; SS Ch F, range = 0-3.

Table E-2

Correlations of Pretest (X_1), Posttest (X_2) and Treatment (MACOS, Non-MACOS) and Pre, Post and Follow-up 2 Means and Standard Deviations

	r_{X_1T}	r_{X_2T}	$r_{X_1X_2}$	Pretest M	Pretest SD	Posttest M	Posttest SD	N
AP	.034	-.450	.571	18.886	3.941	23.587	3.937	108
AP1-4	-.102	-.435	.637	10.276	1.959	12.217	2.095	108
AP5-8	.027	-.413	.389	8.610	2.464	11.370	2.087	108
IDT	-.058	-.144	.742	8.869	1.488	10.156	1.853	108
STEP (total)	-.063	-.050	.901	28.455	5.652	31.708	5.740	106
Subtest 1	-.065	-.069	.857	3.607	.785	4.064	.830	106
Subtest 2	-.060	-.044	.884	14.111	2.828	15.782	2.870	106
Subtest 3	-.065	-.018	.811	2.756	.637	3.050	.716	106
Subtest 4	-.036	-.067	.855	6.549	1.222	7.230	1.174	106
Subtest 5	-.125	-.034	.723	1.432	.375	583	.369	106
SS Ch	-.226	-.229	.589	2.172	.750	311	.826	108
WWA	-.091	-.238	.423	4.848	.287	4.997	.322	108
WWB	-.131	-.220	.398	5.439	.315	5.534	.318	108
CAPS-1	.082	.144	.571	2.858	.262	2.968	.260	108
CAPS-2	.079	-.110	.393	3.800	.197	3.772	.220	108
CAPS-3	-.063	-.139	.599	2.890	.254	3.079	.263	108
CAPS-4	.030	-.040	.517	3.118	.195	3.145	.216	108
AP1-4F	.034	-.282	.606			13.345	1.937	104
SS Ch F	-.226	.054	.093			1.626	.425	103
WWAF	-.091	-.094	.110			4.980	.406	104
WWBF	-.131	-.172	.194			5.438	.434	104

Table E-3
Correlations Between Principal Components (PC's)
for Total Group (T), MACOS (M), and Non-MACOS (NM)

		Ach	Att-1	Att-2	Class-1	Class 2	S Proc-1	S Proc-2
Att -1	T	54						
	M	44						
	NM	64						
Att-2	T	09	03					
	M	04	07					
	NM	15	-00					
Class - 1	T	74	51	-08				
	M	74	33	-08				
	NM	76	69	-08				
Class - 2	T	13	16	01				
	M	02	-02	26	-16			
	NM	22	27	09	16			
S Proc - 1	T	40	29	-05	42	08		
	M	45	27	02	50	02		
	NM	33	29	-11	33	10		
S Proc - 2	T	-08	-04	-02	-10	-16	-05	
	M	-11	10	-13	-11	-04	-16	
	NM	-02	-12	08	-10	-22	21	
Climate	T	15	12	26	10	07	07	-42
	M	10	02	11	14	-26	30	-45
	NM	18	15	43	08	24	-25	-29

*Note: decimal points have been omitted from all coefficients.

Sample Sizes:

Total Sample, N = 102 classes
MACOS, N = 55 classes
Non-MACOS, N = 47 classes

Table E-4

Correlations Between PC's and Criterion Variables by Group (MACOS = M; Non-MACOS = NM)[1]

	Ach		Att 1		Att 2		Class 1		Class 2		S Proc 1		S Proc 2		Climate	
	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM
AP	66	74	39	46	08	25	52	56	-05	08	33	35	-03	10	08	20
STEP	87	86	46	61	11	25	64	60	11	24	46	30	-07	03	18	31
IDT	76	73	47	48	10	18	62	50	05	26	46	33	-04	22	20	09
SS Ch	-04	12	19	09	16	36	-03	08	-20	22	-04	-18	-24	04	34	49
WWA	42	33	38	46	-00	-13	23	45	04	01	07	-14	-10	-44	-16	37
WWB	39	30	21	50	26	-03	28	30	15	04	17	-01	-14	-36	20	32
CAPS-1	01	28	20	21	04	35	03	19	-18	-09	-10	07	02	-04	10	53
CAPS-2	08	26	09	23	44	43	-10	06	29	-09	-07	-13	-18	-08	12	45
CAPS-3	42	56	51	70	23	14	34	52	-03	23	38	40	-22	02	26	23
CAPS-4	-06	09	-05	-07	47	43	-25	-09	13	-29	-16	-13	-03	06	03	12
Know	13	15	14	27	23	12	-02	16	23	01	19	12	17	08	01	19
Skills	-01	-07	01	-02	-02	05	07	-12	00	05	09	01	27	36	07	-24
Interest	06	15	00	10	06	10	20	09	-15	18	16	20	-27	32	25	-07
AP1-4F	69	68	43	45	-07	15	69	53	05	16	46	28	-17	17	09	05
SS Ch F	08	-03	09	-13	01	21	04	-00	-33	-06	-05	-05	-08	-11	10	25
SS	-07	-00	06	-14	-02	14	-14	-04	-25	05	-14	-24	-14	-04	25	45
WWAF	41	51	23	40	-26	11	34	54	-16	18	08	17	-03	-17	-02	18
WWBF	39	57	16	55	-23	22	37	54	07	11	-04	24	-01	-10	-13	12
WWAPF	08	-38	-15	-14	-27	-10	29	-43	13	-12	13	-28	16	-32	-23	02
WWBPF	14	17	03	-05	-15	07	-05	-14	-00	09	-09	06	16	01	-23	25

1. Sample sizes for Posttest Variables, MACOS (M) = 55, Non-MACOS (NM) = 47; for Follow-up 1 and Follow-up 2 variables, MACOS = 54, Non-MACOS = 43. Decimal points have been omitted from the correlation coefficients in the table.

APPENDIX F

A Brief Description of Five "Exemplary" or "Innovative" Upper Elementary Programs

Exemplary Social Studies Programs

The design of the project called for visiting and reporting on exemplary upper elementary social studies programs in use across the country. The intent was to summarize these programs on a number of characteristics and to provide a descriptive profile of these noteworthy programs.

We contacted the Director of the Social Science Education Consortium in Boulder Colorado and requested a listing of upper elementary social studies programs which were considered in some sense exemplary, innovative, unusual or noteworthy. The Consortium staff fulfilled our request by recommending eight programs they believed fit our criteria. We were able to arrange a visit to 6 out of the 8 schools which housed these suggested programs and are reporting on 5 of the visited programs. One of the programs not visited was a small unit, supplementary to the core social studies curriculum and was not in session during the time we requested the visit. Due to illness of one of the staff members while out in the field, one other program was not visited. The program we are not including in this report proved not to fit our criteria; it was being used at the junior high level and not upper elementary level.

One exemplary program (Program A, in this report) was not in use at the school at the time out site visitor made the field trip. It was discontinued with the influx of 6 different neighborhoods being bussed to the school. Since these new students experienced reading problems with the social studies program materials and the school did not have the time, money or staff to rewrite them, this exemplary program was dropped for another more traditional one.

Objectives

In terms of objectives-knowledge, skills, attitudes-of these programs, the school using Holt Data Bank (Program A) followed the objectives of that course and also included: 1) gaining responsibility for one's own work; 2) determining one's progress; 3) being able to pursue one's own program in a self-directed way. For Holt Data Bank and Children and the Law (Program B) the teachers adhered to the inquiry objectives of the former and used the latter program to supplement these skills and to instill "enduring respect for the law in the minds of young boys and girls." This program was developed on the premise that "prevention is better than cure-that it is better to arrest a tendency toward juvenile delinquency before it develops than to wait...." The Issues (Program C) objectives are: 1) to make the student aware that they are unique as individuals and that they can make contributions to society; 2) to learn study skills that are applicable to other areas; 3) to have an awareness of the community and how to affect change; to improve self-image; 4) to learn simple research skills. In the Open Elementary Social Studies Program (program D) there are no overall objectives but individual teachers have developed their own general statements such as: 1) to gain awareness of culture; 2) to understand themselves (students); 3) to learn mapping. It was stated that students must demonstrate proficiency at using resource materials available in the media center as well. The goal of the "Citying" Program (Program E) are: 1) building independence, responsibility in the student; 2) building communication skills, self-confidence, positive self-concept; 3) becoming aware of one's rights and the rights of others. It was reported that teachers utilizing this program

required tutition and the "Citying" program was being used in an experimental alternative school in the district and students were accepted as vacancies arose at their appropriate grade level. The Open Elementary program operated in a school which is considered an alternative to the other traditional elementary schools in that school district. Parents in the district have the option to send their children to this school.

In the descriptions that follow one can note similarities and differences to programs described from one point of view or another in classes in the main part of the study (Volume I). There are materials related objectives, but also more global objectives related to social-emotional development and self-actualization, citizenship transmission, inquiry skills, social science methods and processes, and values analysis. Teachers typically have much flexibility in what to teach and how to teach it, more so in programs that emphasize individualization and multi-mini-unit construction. The latter appears to be the major alternative to the single text or program model, although as in the main study one also finds a combination model.

There are variations in the degree to which the programs actively orient toward the immediate world outside school; in the degree to which the program is related to other aspects of the school either during the year or across grades; in methods and extent of evaluation of students and programs. Individualization and degree of orientation toward the immediate outside world appeared to be the more conspicuous differences between most of the "exemplary" programs and most of the ones (MACOS and non-MACOS) in the main study. The overall difference appeared to be more teacher training or staff development than was typically the case in the main study.

We were able to learn about Program A from the principal who was integrally involved with its initial adoption and implementation.

Each of the five exemplary social studies programs was site visited by a staff member of the project. The site visitor spent either a morning or an afternoon observing in the classroom the exemplary program in session. At each school the observer spoke with the social studies teacher(s) using the program and any support personnel (media center director, social studies department chairman, principal), involved with the curriculum. A Special Program Form detailing the information to be collected about the program was completed by the observer. The following is a report on the information collected.*

The five different social studies programs were: 1) Holt Data Bank, 2) Children and the Law and Holt Data Bank, 3) Issues (Innovative Social Studies in Urban Elementary Schools), 4) Open Elementary Program, 5) Open School Model, "Citying" Program.

Three of these programs were being used at the 5th and 6th grades. Children and the Law (which is supplementary to the primary curriculum) was used only at the 5th grade, while the 6th grade had a supplementary geography unit. The Issues programs was used for grades 4-7 and the "Citying" program was used for grades K-6. No special qualifications or restrictions were imposed for admission into any of the programs except the program in the parish

*A cautionary note is important here. The persons who visited the schools and completed the report forms did not write this report. The collected information was integrated into this report by a staff member who did not visit these programs and lacked first hand knowledge of them. As best we could, the information collected and reported was kept intact and edited only for purposes of integration. It is important for the reader to be aware of the limitations and risks of this reporting process.

have additional expectations such as map skills, and these objectives are flexible and changing with the direction of the projects students become involved in.

Content and Connection to Outside Life

Programs A and B (excluding the supplementary program, Children and the Law) focus on American history. Field trips which highlighted or expanded what the students' learned in this course were an integral component of the program. Students of Children and the Law learn about how laws are passed, process of the law, crime and criminals. They talk with persons in the law profession and law enforcement community which provides them with a first-hand picture of how the law works. The fundamental postulates of Program C are that "social studies concepts and skills and democratic attitudes are best learned from a study of psychology and sociology in real in-and-out of school settings" and students must be "active participants in real community problem-solving in order that the learning processes have meaningful consequences." Since this program emphasizes direct investigation of life in the community, the students spend time outside of school in on-site research of the neighborhood and the community around them. In the 4th grade the students might have careers as their focal substantive area and study aspects of it within their neighborhood/community; the following year they might study their city government utilizing and building upon the content and skills they learned the previous year, e.g., what types of jobs are there in city government, what are the job responsibilities, the hierarchy of city government personnel, etc. Students decide which specific area of city government they wish to learn more about, and, with the teacher's final approval

and on-going guidance, they investigate this topic. People from all walks of life are invited to appear before students and present their experience and serve as resource persons. Program D offers a variety of possibilities. Students in 5th and 6th grades are arranged in two non-graded groups called Colony 3 and 4 (homogeneous groupings in terms of ability) and Colony 4 is further stratified into different levels of committment in terms of work and time spent on social studies. Colony 3 students study Man: A Course of Study and American History, and students in Colony 4 study Economics. Other adjunct content areas students of both groups select to study along with the main program are: families in other land, values, antique cars, faces in the news, Norway, etc. It appears to be a smorgasboard of topics from which students in both groups are to choose and to pursue on an individualized basis. These topical areas are arranged in packets of materials which are teacher developed and commercially published. In terms of connection with the outside world, it appears that substantively the majority of these subject areas are relevant to or related to the outside world.

The philosophy of the school where Program E operates is that the student is involved cooperatively with parents (many of whom perform volunteer work at the school) and teachers in vital decisions about what is important to learn , how to best learn it, who can teach it and how much time will be spent on it. The curriculum "is personalized in order to include academic subjects, questions of values and emotions, and social experiences which are uniquely important to the individual child in terms of his own needs and interests."

"The daily use of time in this school is functional, being defined by 3 general types of activities rather than by curriculum content areas." One of the basic intentions of Program E is to help children learn the processes of investigating a community and discovering and using its resources. Students work on a project individually or in groups and this project is related to a community resource. Students arrange for and plan their trips into the community three times during the semester. The nature of these projects or activities is not clear. As reported by the observer, it appeared that the process of learning took precedence over what was being learned, that the content is incidental to the learning process or experience.

Materials and Activities

Program A students were given inquiry sheets which assigned a variety of activities using the Data Bank course materials and many interrelated Language Arts and spelling activities. Children worked at their own pace. When several students completed the same sheet, discussions were held with two teachers: the Language Arts and Social Studies teachers, who occupied adjoining rooms. Cards listing the inquiry sheets (skills) completed were kept by each student.

The Holt Data Bank portion of Program B was taught by following the teacher's instructional manual for the course. The supplementary section, Children and the Law, was reported to use a range of materials and activities. Persons in the legal and law enforcement community were asked to speak with the students, field trips were arranged, films, role playing, class discussions, and booklets about the law were included in this program.

No data re activities/materials used in the 6th grade supplementary geography program was reported.

The materials that students used in Program C were work booklets which pertained to their chosen area of interest. The work booklets included activities and projects the students could pursue, reference materials, (reports, interviews , some written by students from the previous years which their successors were able to use. Individual teachers using this program had a great deal of flexibility-they brought in their own materials, drew in people from the community to talk and/or work with their students in their area of interest. Teachers were not expected to complete a specific unit or units in a certain time period- it was described as an adaptable, self directing curriculum.

The students in Program D used individualized (published package or teacher made) materials for the "smaller units" section of this social studies curriculum. Regular class sessions where the primary programs: MACOS, Holt and Economics were taught to the whole group, the published course materials were used and the recommended activities followed. In addition teachers brought to class artifacts or materials deemed appropriate to the subject matter being learned and invited speakers to share their knowledge or experiences with the class.

With Program E, students worked in a resource center which was outfitted with telephones, resource directories and indexes and was managed by two personnel; a community resource coordinator and a community day developer. The staff, working in cooperation with the social studies teachers, help the students plan and arrange for their community day activities. Students use the files with

the guidance of the resource staff to plan their field trips. These community experiences are seen as integrating and expanding upon the activities, skills, and interests the students were engaged in and learning about.

Involvement of Students

The site visitor was unable to comment on this aspect of Program A as the program was no longer in use. However, from her discussion with the principal of the school, it was reported that students progressed through the curriculum at their own pace. The Children and the Law program was not in session when our staff member visited the school, however, a Holt Data Bank class was in session. As reported, decisions were made by the teachers who adhered closely to the teachers' course guideline. Students made the choices offered within the curriculum framework. Activities were reported to be largely teacher directed. Program C offered enormous opportunity for students to select their area of interest and to make decisions as to what they wanted to study in that area. These decisions were guided by the teacher whose role was more supportive and less didactic. Students worked together much of the time in small groups - organizing themselves around their area of interest. Everyone was a participant; actively pursuing his research and investigation in concert with others within his or her group.

Program D, as reported by the site visitor, was weak in this area. The structure of the open class situation and the organized groupings of the children seemed to dominate the learning situation; where the teachers seemed to focus their attention more on the distribution of materials, organization of students, maintenance of the structure than on the quality of class meetings

(MACOS was not observed) and interaction of students with materials. Advancement through materials rather than in depth involvement with them appeared the major goal. Students, as mentioned in the preceding section, are grouped in core content areas but then have a choice of other smaller units from which to study. Student involvement in these adjunct social studies units was not observed. Two separate social studies classes were observed. In one class, students were working by themselves at their desks on a construction project; there was minimal interaction. In the other class, although teacher accepted students' comments, students were not listening to each other, but laughing and misbehaving and the class was often called to order by the teacher.

A limited time was spent in the resource center observing students in Program E. The site visitor did observe a group of students who came to confer with the resource teacher about a field trip. The students' participation in this conference was limited; the teacher defined the plans, and objectives of the field trip. Student input was limited. Although the discussion between the resource teacher and students was very teacher-directed and tightly structured with minimal student participation, the students were fairly supportive of each other during planning. No further observations of students in the resource center or classroom activities were reported.

Organization - Scope and Sequence

The observer was told that Program A had no scope and sequence and students progressed on inquiries individually. With Holt Data Bank in Program B students followed the scope and sequence of the course. Children and the Law consists of only one unit and is covered in a 4-6 week period by the 5th

grade. The 6th graders follow individually programmed geography units. Program C has a core of 15-20 units or work booklets but individual teachers add more during the year. The sequence is variable allowing the student great flexibility. Students using MACOS in program D follow the sequence of the course. With the U.S. History program, the teachers reported they teach the highlights they select and have time for. There is no predetermined scope and sequence in Program E. Students choose the area of the community which they want to study and pursue it. Each class developed their three community trips (a semester) centered around what the group is interested in and learning about in class.

Teachers using these different social studies programs had a great deal of flexibility in terms of curriculum sequence, what unit to include or omit and how much to cover. Teacher autonomy regarding the sequence and scope of these exemplary social studies programs was a prevalent characteristic.

Class Size and Frequency of Sessions

In terms of class size and frequency of social studies classes during the week, there is some variation among these programs. For Program A, Language Arts and Social Studies were integrated and jointly held 7 periods of 50 minutes each, within the 5 day week. The class size was about 18-20 students. Program B had an average of 23 students in a social studies class which was held 4-5 days per week for 45 -60 minutes a session. Program C had 25-30 students in the class; the class session varied in length of time and was held daily during the 5 day week. Program D, which has 2 separate class groupings met 4 days a week for 45 minutes. The MACOS and U.S. History group

consisted of 20-25 students, while the class size of Colony 4 varied from 3-30 because students could choose the amount of time they wished to spend in social studies. There are between 30-35 students in a class in Program E. The classroom schedule is variable with no regular amount of time devoted to social studies. Resource center groups usually consist of 5-7 children who stayed 15-30 minutes while planning and preparing their field trip. The community activities engaged in by the students generally involved a half day.

How Taught? Teacher-Team-Volunteers

As reported, no uniform teaching situation seems to cut across these 5 exemplary programs - a range of teaching conditions existed. Program A is taught jointly by the social studies teacher and language arts teacher. It is a team-teaching situation. Program B is taught by one teacher in a self-contained classroom. Program C is taught in 4 elementary schools and one junior high in the school district. The program is either team or individually taught depending upon the structure of the school. This program had people from the community as resource persons work with the students. In Program D, two teachers taught U.S. history separately, but used some of the same resources. Four teachers taught MACOS separately but used the same materials and equipment. The smaller units and "special features" (guest speakers) of this social studies program were supervised by the media center coordinator. A community day developer and community resource coordinator-both adults hired from within the community- worked in cooperation with the classroom social studies teacher. Parent and community volunteers offered both their time, experience and knowledge to facilitate students' use of community resources and expand upon the class-

room activities.

Relationship of Social Studies to Other Programs in the School

The Language Arts and social studies teachers not only shared curriculum development and organization of these 2 programs, but also taught these 2 programs as a team. Conceptually these 2 programs were closely tied together; the same skills were worked on in both program areas. No specific relationship existed between Program B and other content areas except that individual social studies teachers draw connections between current events and new articles with the Children and the Law program. One of the strong points as seen by the school staff about Program C was that it related to all other parts of the school program. Student work on a project often required map, math, communication, writing, inquiry and research skills. For example, the class our site visitor observed was studying a map of their city and state. They utilized math skills by computing distances between places. They made a number of telephone calls to collect information. They composed letters to tourist offices. They used the library to find the capital of each state and correct tour center addresses. In addition, current events is frequently brought into the social studies class in relation to what is being learned. Program D differed from the other school programs in that students were subdivided into groups which are not maintained for the other classes. There was little integration except for the regular larger group session because of the individualized program followed by each student. With Program E, the "community" or interaction day, developed out of the interest in and work on a project or activity students have developed during the semester. The use of community

resources and communication based experiences was seen as a component of a largely open, fluid school program which was aimed at integrating and relating all learning processes and programs. Specifics were not delineated by the site visitor.

Continuity of Program between Grades

The Principal of the school where Program A was being used claimed there was a fairly easy transition to grade 7 and from grades 3 and 4, as the latter two grades used Holt Data Bank. Holt Data Bank was used throughout grades 1-6 in the school where Program B was visited - thus continuity is not a problem vis a vis social studies programs. The junior high school teachers were reported to feel that Holt was good preparation for their level because students worked in groups and acquired research skills which were used in higher grades. Program C was utilized in grades 4-7 and skills and content were specifically interwoven and built upon from year to year. Program D operated in a school where continuity was viewed as an essential objective of curricula from one grade to the next. The 2 earlier non-grade colonies (1+1) stressed individual responsibility. Colony 3 was intended to provide kids with the opportunity to develop individual responsibility. A child's stay in a colony varied; it was determined by his or her maturity and whether they succeeded in this developmental goal of the colony. In Colony 4, the structural organization of the class is similar to that of junior high to provide an easy transition into that level. All grades in the school where Program E operated utilized the same resource center and resource staff.

Teacher Training

Teachers using Programs A and D (except for MACOS teachers who received

training) received no training. Teachers using Children and the Law met with and held discussions with judges, legislature personnel, etc. before beginning teaching the course. In the first two years of use, the State Bar Association held two day workshops for teachers where they met lawyers, visited juvenile centers, courts and had presentations. The teachers using Holt Data Bank received a six week in-service summer training program. The teacher-training for Program C was reported to be on-going. Teachers meet once a month with the Program Director and a Consultant who are not hired by the Board of Education and (as reported) pose no threat to teachers. Teachers stated they felt very free to express their problems during the sessions. A 3-5 day training program for teachers using this program prior to the beginning of school was in the midest of being discussed when the school was site visited. Our site visitor was impressed with the extensiveness of in-service training opportunities available to teachers utilizing Program E. Teachers received training in a variety of areas - Transactional Analysis, British Infant Schools, methods, content. Training took place after school and during the summer.

How was Program Chosen and are all Schools in the District Using it?

Program A was used in a parish for one year only. The parish was not part of a school district and the teacher who developed the curriculum chose it in cooperation with a curriculum coordinator. The Holt Data Bank curriculum in Program B was chosen by a teacher committee with assistance from a social studies service center in the state. MACOS was the primary choice by the teachers, but because it was too expensive for purchase, Holt was was chosen. Holt was the second choice. It has been in use for two year. Children and the Law was developed

and written in part by a 5th grade teacher in the school and was developed under the auspices of the County Bar Association. It was piloted in three school districts in the first year and due to the enthusiasm of educators, parents and pupils, the State Bar Association, its sponsor, expanded it to eleven communities in 1971-72. Information as to the extent of its use today was not reported. Program C was chosen because teachers needed a curriculum that was more relevant to the children and where students could be active participants in their learning and direction of learning. The program was developed by teachers in the school five years ago and it was being used (during our site visit) in four elementary schools and one junior high in the school district.

The superintendent of the school district conceptually designed Program D and selected most of the teaching staff for the program. The teachers chose the materials to fit the framework of the program. This program has been in use for five years. New elements of the curriculum have been introduced and adapted to the program. MACOS has been in use for two years. "Citying" Program E, has been in operation for four years having undergone modifications. It was developed by the school staff. Since it is being used in an alternative school in the district, there is no reason or desire to disseminate it.

Program Evaluation and Student Evaluation

Students kept their own records of completed inquiries in Program A. A CTB evaluation was done when the program was in operation. Children and the Law has not been evaluated nor has the students' progress. Ditto work sheets and written reports are the only evaluation tools used by the staff teaching Holt Data Bank. However, the social studies service center (a separate organization

in the area) is conducting an evaluation of this program. It was not clear with which students or school(s) the evaluation is being conducted. The Iowa Test of Basic Skills was used to evaluate the Issues program. Other "evaluation agencies" tested the program but these were not elaborated upon. According to the design of Program D, students should be evaluated weekly on their work output, but this is done less often. Conferences are held by the teachers with students and parents. A card system was used by the teachers to note individual student strengths and weaknesses. Teachers evaluated teacher prepared materials "frequently" (exact frequency was not reported). A committee composed of parents, teachers and administrative staff evaluated Program E. No elaboration as to method was reported. The site visitor observed that no attempt was made to evaluate the individual's progress through the program.

Percentage and Type of Students who Derive the Most out of the Program

Fifty percent (50) of the students using Program A derived the most out of the program and the other half of the group did not benefit from it because either they were not able to read the materials or were not able to assume responsibility for their own learning. The students who enjoyed group work excelled with the Holt Data Bank course (Program B). 15-20% of the students using this program did not like group work activities. No mention was made of the percentage of those who benefitted most from Children and the Law; however, it was stated that readability is not a factor affecting mastery of this program. Readability was not a factor with Program D and as reported, the percentage of students who liked and benefitted from this program was extremely high because each was involved in and actively participated in the learning process. It was reported to the site visitor, that

the irresponsible and non self-directed student had the most difficulty with Program E. This number was estimated to be about 15-20%. Our observer noted a great disparity between the students' spelling and writing skills and the level of reading expected in the teacher prepared packets or "contract" materials in Program D. This did not pertain to the core curricula, MACOS and Holt, only the smaller supplementary units in the program. Self -directed and self-motivated students seemed to derive the most out of this program. The consensus from teachers using the "Citying" program was that dependent, unresourceful students did not like the program. What the percentage of this group out of the total group using this program was an "impossible" figure to arrive at. Reading was not reported to be a factor in liking or mastering the program.

Relationship to Student Needs

Students began with inquiry card # 1 and proceded at their own pace through Program A. This was the extent to which individualization was reported for this program. Students work in groups in both components of Program B - there is no individualization of materials or sequence of learning. Students may work, individually, or in groups, or with the entire class during their social studies session with Program C. The structure is dependent upon the project or activity the students are working on. In terms of specific individual placement and sequence of the program, no mention was made, however from the information gained about this program; it is apparent that flexibility and engaging students in projects and activities that interested and stimulated them were salient characteristics of this program. Students in Program D

followed both the individualized and non-individualized social studies programs. The core or required course was taught to students organized in large groups and the smaller units or packets of materials are selected and worked on by the students, individually and when completed are checked by the teacher. As reported, one of the groups (Colony 4) is stratified into three smaller homogeneous groups and the packet materials available to each of these groups differ in subject matter. The time and scope of work expected of students is dependent upon the group they are in and the amount of time committed to social studies. With Program E, students who expressed an interest in a specific area were free to visit the media resource center to confer with resource personnel and to obtain information. Students worked largely in groups and placement was not a relevant factor in this program as the learning process or course was not pre-determined; it is set up to accomodate the individual needs, learning styles and interests of the students and is designed to be integrated with language arts and mathematics activities.

Target Population of the Program

Program A served a white middle class urban population. Before students from the inner city were bussed to this sectarian school, the student body was largely Catholic.

Program B served a white suburban, almost rural middle class community.

Program C was first implemented in an inner city school; at the time of observation it had been disseminated to other schools in the district - the socio economic or racial characteristics of these schools was not reported.

Students in Programs D and E came from white middle to upper middle class suburban communities. These students' families chose to send them to these alternative open-concept schools rather than the more traditional elementary schools in their districts.

Comments/Impressions

Since Program A and the Children and the Law component of Program B were not in operation at the time of site observation, no comments are available. Except for the fact that our observer was impressed with the Holt Data Bank program (Program B), no other comments were offered. The observer was quite impressed with the Issues program. The activities engaged in by the students seemed compatible with the program's rationale and intent and both students and teachers indicated great enthusiasm. Two points were mentioned: 1) that this program teaches skills at the level students can use and understand and 2) sections or units can be deleted or added, without disrupting the scope and sequence of the program.

The observer reported that she was favorably impressed with the organizational structure of Program D and the maturity and capability of the children. However, her impression was that the program lacked depth and integration - the teamwork seemed to intrude on the substance. The teachers appeared more interested in output and volume of work than with ideas, relationships or linkage of materials. Filling in the blanks and finding the right answers were the areas of much of the individualized materials. The observer felt that generally, this program could be effective if more emphasis was placed on what students are doing rather than on the structural organization of the learning process.

The site visitor felt that the teachers using Program E expended an unusually large amount of time planning/arranging for these community days at the expense of time spent on substance or quality of content being learned in school. Throughout the report and discussions with the site visitor, it was difficult to pin down exactly what the students were learning although building communication skills is considered a major objective of this program. It seemed that students were more often than not teacher directed and somehow or other their own participation was usurped.

APPENDIX G

Agreement of Raters in the Coding of Interviews with Students and Teachers

Description of Derivation of Coder Agreement Rates

For each question asked, taped and transcribed in the teacher and student interviews (T-1, S-1 and T-3, S-3; T-2 and most of S-2 were coded by a single staff member) coders' agreement rates were tallied as 3's, 2's or 1's or a blank, meaning all three coders agreed that a response fell into a predetermined category, or that two did, or that a single coder saw the response as belonging in a particular category while the other two did not, or that all three agreed that the response did not fall into that category.

Two agreement rates were computed. To do so, all categories for which only two coders agreed or only one coder saw a response as relevant to that category (disagreement) were totalled and were divided by the total possible perfect agreement (3's) or acceptable agreements (2's). For instance, if responses to a question could be coded in 9 categories, it would be possible for the coders to have 9 perfect agreements for that class or teacher if all 3 agreed on a category (3) and all agreed that no other categories were relevant (blanks). For any given question the total possible agreements were summed across classes, divided into the number of coder disagreements, subtracted from 1.00 (agreement) and multiplied by 100 to derive percent of coder agreement. By this procedure, obtained agreements can be either the sum of 3's and blanks, or the sum of 2's, 3's and blanks. The former is the more stringent.

When the interviewer for any reason skipped a question or the coders agreed that they were unable from the transcripts to make sense of a response due to tape malfunction, garbled response or the like, the range of possible

categories for that question was reduced to one (1) (can't tell or skipped question).

Both procedures described above put a premium on positive agreements as the criterion for deciding on the presence or absence of an attribute. For example, consider a question with 5 categories into which responses might be coded, none mutually exclusive. Consider 3 examples of coder classifications:

	Category				
Example	1	2	3	4	5
1	3	2			
2	1	3	2	1	2
3	1	1	1	1	1

In Example 1, all three coders independently classified a response as falling in category 1; two out of three also believed the response contained statements that could be classified in category 2. All three coders agreed that the response did not contain statements falling in categories 3, 4 or 5. There are 5 opportunities for perfect agreement. By the conservative procedure (3's and blanks) there is 80% agreement for the set. By the 2 out of 3 criterion, there is 100% agreement on the coding of this response.

In Example 2, there are 2 cases in which one coder believed that some part of the total response fell into a particular category, while the other two coders did not agree (categories 1 and 4). By the conservative procedure, rater agreement for the set is 20% (1 out of 5 possible perfect agreements). By the 2/3 criterion, it is 60%.

In Example 3, agreement is 0% by either procedure. Note, however, that 2 out of 3 coders in Example 3 agreed that the response did not contain any statements that appeared to fall in any of the 5 categories. By a 2 out of 3

criterion, one would confidence that the response was not classifiable by the categories employed. In effect, a positive response of one coder has been designated an error, while the lack of response (really, a positive decision against classifying) by the other two coders has been discounted. Thus, except in the case of blanks (perfect agreement on the absence of an attribute), both evaluation procedures give preference (weight) to positive responses rather than to negative responses.

An alternative procedure would be to determine the number of agreements (presence or absence) per category and divide the sum for all categories by the total possible number of agreements. For each of the examples given above, the total possible number of agreements would be 15; that is, 5 categories times 3 coders. In Example 1, there was one disagreement (category 2). The agreement rate would be (14/15) 100 = 93%. In Example 2, it would be (11/15) 100 = 73%; in Example 3 it would be (10/15)100 = 67%. Note, however, that 67% is the worst that could ever be done. Thus, one would want to convert the obtained percentages to a ratio of the following form:

(X-67)/33, where X is the obtained percent,
and 33 comes from 100-67.

This procedure gives an index with a range of 0 to 1 (or 0-100%). For the three examples, the percentage of agreements thus derived would be 79%, 18% and 0%, respectively. These figures can be compared to those obtained by the 3 out of 3 criterion, which were 80%, 20%, and 0%, and with those from the 2 out of 3 criterion, which were 100%, 60%, and 0%, respectively. The 3 out of 3 agreements criterion approximates the alternative quite well, as it should, within limits

of scale attenuation. The two procedures will give the same results. The 2 out of 3 criterion gives more positive agreement rates, except that it will give identical rates for the upper and lower ends of agreement (100%, 0%).

Table G-1 gives coder agreement rates for each question in the teacher and student interviews that was coded by the three coders independently. Rates are shown for the 3 out of 3 criterion and for the 2 out of 3 criterion. In addition, Table G-1 shows the number of the table in Volume I, Section V in which tabulations of results for the indicated question are given.

Table G-1
Teacher Interview # 1- Coder Agreement Rates

Table #	Question	# of Categories	% Agreement for All 3 Coders	% Agreement for 2 out of 3 Coders
V-1	You indicated in one of your questionnaires that ( )	6 (Table V-1)	90.2%	93.9%
V-2	is considered an important thrust or focus of your social studies program this year. What will you look for specifically as evidence of success in this area?	9 (Table V-2)	80.8	88.9
V-3	What are the strategies, methods and activities you have employed so far that are intended to develop the knowledge, skills, and/or attitudes of this focus or thrust?	13	77.7	87.9
V-4	Could you tell me what you specifically expect your students to know or to be able to do as a minimum at the end of the year?	9	87.9	92.6
V-5	What do you find to be the most difficult problem you have to deal with in teaching social studies to students at this grade level? (Can you give me an example of this problem?)	9	87.7	92.5
None	If you had the power to affect any necessary change in order to resolve the problem(s) what would you do?		89.6	93.8

Table G-1 Continued

Student Interview # 1 - Coder Agreement Rates

Table #	Question	# of Categories	% Agreement for All 3 Coders	% Agreement for 2 out of 3 Coders
V-7	What are some things you have been studying in social studies this year?	10	88.2%	93.4%
None	Why do you think you learn to read in school?		79.6	88.2
V-11	Why do you think you study social studies in school?	4	75.4	89.6
V-12	Do you ever talk about social studies outside of school?			
	a. Whom do you talk with?	5	91.2	94.6
	b. What do you talk about?	4	73.2	81.4
V-14	Do you ever see anything on television that reminds you of social studies? What is it?	4	75.7	85.2
V-15	Do you ever hear people talking about anything which reminds you of social studies? What are those things?	4	77.7	86.0
V-16	Do you ever do anything outside of school on your own or with friends because of what you have learned or studied in social studies?	5	65.6	81.6
V-9	Of all the things you do in social studies, what do you like to do the best?	7	88.0	94.3
V-10	What do you not like to do in social studies?	8	93.2	96.6

Table G-1 Continued
Teacher Interview # 3 - Coder Agreement Rates

Table #	Question	# of Categories	% Agreement for All 3 Coders	% Agreement for 2 out of 3 Coders
V-24	This year, have you discussed your social studies program with any other teachers in this school?	10	92.9	95.2
V-24	Which grades or subjects do they teach?			
V-25	When you talk with other teachers about social studies, what specific things have you talked about?	6	89.1	93.8
V-26	About how often have you talked with other teachers about social studies? Daily, once a week, once every couple of weeks?	4	90.3	94.1
V-28a	Are there any similarities between your course this year and the social studies programs these students had in the two previous years (e.g., in third and fourth grade)? What are these similarities?	8	86.4	91.6
V-28b	Are there any differences between your course this year and the social studies programs these students had in the previous two years? What are these differences?	8	81.0	88.7
V-28c	Are there any similarities between your course this year and the program the students will have next year? What are these similarities?	8	83.9	90.5
V-28d	Are there any differences between your course this year and the students' program next year? What are these differences?	8	82.0	89.6

Table G-1 Continued
Teacher Interview # 3 - Coder Agreement Rate - Continued

Table #	Question	# of Categories	% Agreement for All 3 Coders	% Agreement for 2 out of 3 Coders
V-29	From what you can tell, has your social studies program this year had any influence or effect on the lives or activities of your students outside school, such as changes in their attitudes toward others, in their TV viewing habits, or reading interests, or talking with their parents or games or activities outside school, or projects they may undertake; or whatever? If yes, please give me some examples?	7	87.9	94.0
V-30a	Have you dealt with any significant local or national controversial issues in your social studies program this year? If yes:			
	a. Would you please list those issues?	11	92.3	95.7
	b. How do these issues come up in class? (Contingent on Table V-30a)		72.2	87.2
	c. How do you usually handle them when they come up?		79.0	87.0
V-30b	Have you dealt with any concepts or topics in your social studies program this year that some people might consider sensitive or controversial?			
	a. Would you please list them?	12	90.1	94.1
	b. How did you handle them in class		71.1.	82.3

Table G-1 Continued

Teacher Interview # 3 - Coder Agreement Rate - Continued

Table #	Question	# of Categories	% Agreement for All 3 Coders	% Agreement for 2 out of 3 Coders
V-31	Were there any sensitive concepts or topics you could have dealt with in your course this year which you decided not to go into in class? If yes			
	a. Would you please describe them?	7	92.1	95.6
V-32	Why did you decide not to treat them in class?	6	79.0	87.3

Table G-1 Continued
Student Interview # 3 - Coder Agreement Rates

Table #	Question	# of Categories	% Agreement for All 3 Coders	% Agreement for 2 out of 3 Coders
V-35	Since the Easter Vacation, what have you been learning in social studies class?	7	92.0%	95.4%
None	What are the main things you have been doing in class to learn about this (these things)?	7	81.8	92.0
V-36	Do you ever talk about current events or things in the news? What topics do you talk about? What are the activities? What do you do in class?	13	85.6	91.0
V-37	Who decides what topics to talk about?	4	74.8	84.7
V-38	In social studies class, do you ever talk about unfairness or prejudice toward people or groups? If no: Do you ever talk about them in any other class?		71.8	83.5
V-39	Have you ever talked about unfairness toward different races, or toward men and women, or toward religions, or toward poor people, or people in other countries?			
	a. Who usually brings these things up in class - the kids or the teacher?		70.2	80.8
	b. Do you talk about these things very often or just once in a while?		71.0	80.5

Table G-1 Continued
Student Interview # 3 - Coder Agreement Rates- Continued

Table #	Question	# of Categories	All 3 Coders	2 out of 3 Coders
V-40	This year in social studies, have you learned about any ideas or beliefs that people have or ways that they live that seemed strange or different to you?	7	83.7	91.3
V-41	Have you learned any ideas or beliefs that people have or ways that they live that seem wrong to you?	6	88.9	93.3
V-42	Have you learned any ideas or beliefs that people have or ways that they live that seem better than what we do in our country now?	9	89.8	93.9

APPENDIX H

Cost Survey

Prior to the spring 1976 follow-up trip to schools (Follow-up 2), a three page questionnaire was sent to the 14 District co-ordinators asking about the cost of installing, expanding and maintaining MACOS in their district compared to other upper elementary social studies curricula that were being used. The research staff then met with each district coordinator on the follow-up trip to go over the information provided, much of which was based on what coordinators remembered about purchasing, replacement, etc. The research staff at no time went into district or school financial records.

Three types of questions were asked about MACOS and non-MACOS curricula. What were the initial costs of purchasing/leasing materials (texts, films, records, etc.) and maintaining or replenishing them; number of schools, classes and students at what grade levels using materials;and a third set of questions concerning staff development plans and costs and the logistics or management of material used. A final question summarized the basic intent of the questionnaire. "Considering the factors involved in use and management of MACOS and other social studies programs in your district, do you think a cost per pupil per year comparison is fair and appropriate?"

Clearly the number of classes using the films and booklets would determine the per pupil cost. The publishers (CDA) recommend that no more than 5 classes use a single set of films and a projector. With 30 students on the average per class, in one year 150 students would be using the materials. As reported in the cost survey of districts, typically the most expensive feature of MACOS, the films and projectors, was sustained by either the A-V department or central budget office. The teacher guides, booklets, games and consummables were usually paid for by

the individual schools. If the films and projectors plus classroom sets were amortized over a 5 to 7 year period (which is the usual lifetime of any series or program) the cost per pupil per year would be between $4-5. The one district in the study that reported having to replace films had been using MACOS for seven years; it had been in the original pilotting. Repairing broken films and projectors, and replacing consummable goods (typically 25 for 5 classes per year) were the only reported additional years expenses for teaching MACOS.

The majority of districts (67%) began implementing MACOS in the two school years of '68-69 and '70-71 and in all but one case used the program for the 5th and/or 6th grades. For other social studies curricula used at those grade levels, the majority had been in use since 1973. The number of classes in the dustricts using MACOS ranged from 2 to 15 with 6 being the average. The MACOS curriculum, as has been discussed elsewhere in this report was used in a variety of ways but as district coordinators reported it, 9 of the 13 districts for which there is information used MACOS as a one year program. Two districts divided the curriculum using half in the 5th grade and half the next year in the 6th grade. One district reported alternating MACOS and science during the school year, and another district used MACOS for 3/4 of the year and another curriculum for the final quarter. MACOS films were also reportedly used on occasion for courses other than social studies.

All districts reported some sort of staff development for teachers using the MACOS curriculum. Eight of these districts said that this was implemented through local workshops or summer institutes with no additional cost to the district. Two districts reported receiving federal funding for summer institutes. Three

districts reported costs of between $100-150 per teacher for workshops or summer institutes.

In those districts (8) where more than one school in any given year was using MACOS, the logistics of sharing films was primarily handled by the media center or AV department which either worked out a prearranged schedule for film use or distributed the films at the teacher's request. Schools in three of the thirteen districts each had their own set of films and projectors. All but one district reported either purchasing or leasing the complete set of 16 films. Seven of the district coordinators said that the cost per pupil per year comparison between MACOS and other curricula was fair and an appropriate one to make; two said it was not and 4 responded 'don't know'.

When asked what changes had taken place in the use of MACOS since its initial installation, eight districts (62%) reported that the program had been expanded to other school and classes, and had purchased additional film sets as well as classroom sets and consumable materials. Two districts (15%) reported reduced use of MACOS for financial reasons; there were insufficient funds to maintain films. One district instituted another curriculum district wide for the first time and thus MACOS was dropped. Two districts reported no change in the use or scope of MACOS implementation.

Questions concerning other main social studies programs in use in the school since 1971 found 50% of the districts reporting that texts and programs varied from school to school. Three districts had a single text or program used district wide, and one reported that it had district-wide course content at the 5-6th grade level but no specific text or program. The number of schools, classes

and students using these other main social studies curricula varied widely and in no case was MACOS reported to be used more extensively than another curriculum. However, no district using MACOS exclusively, at the 5th or 6th grade level, was included in this study.

Clearly, at present, with school districts working on reduced budgets, the initial cost of installing MACOS is an important consideration. However, there are many different ways in which districts have allocated different elements of costs. Further, the longer it is used, and the more diversified the uses of some of the materials (. e.g. the films), the most cost-effective it becomes.

APPENDIX I

Survey of Districts

School District #_____ State:_____ Region:_____
4-8 9-10 11

SOCIAL STUDIES PROGRAM SURVEY: 1974

INTRODUCTION: Answers to the following 10 questions are needed in order to design a sample of school districts for a longitudinal, comparative study of Man: A Course of Study (MACOS). Results will be held in complete confidence by the research project. No district will be identified. Data from individual districts will not be released to any government or commercial agency.

Please answer each question as best you can. If you don't have exact figures, your best estimates will be appreciated. The questions about your district's characteristics (Questions 6-9) are also to help define samples.

If you get more than one form, please excuse. There was some duplicate mailing. Even if you answer "No" to Question 4, won't you please complete and return this form by April 8, 1974 to:

Social Studies Research Project
Antioch College
2139 Wisconsin Avenue, N. W.
Washington, D. C. 20007

1.A. Is the social studies program Man: A Course of Study (MACOS) used anywhere in your school district at the 5th or 6th grade level (or non-graded equivalent of them) as the basic or main social studies program? (Check only one).

12
(1) ____No; and it has never been used.
(2) ____No; it is not being used this year, but we have used it before.
(3) ____Yes; it is being used this year for the first time.
(4) ____Yes; it has been used before, and is again this year.

1.B. Is MACOS used as the basic social studies program at any grade levels other than 5th, 6th or a non-graded equivalent of them? (Check all applicable)

13 (1) ____Yes, in classes below 5th grade.
14 (2) ____Yes, in classes above 6th grade.
15 (3) ____No, not used at other grade levels.

2. Do you expect to use MACOS next year in any of your schools at the 5th or 6th grade levels (or non-graded equivalent of them) as the basic social studies program?

16
(1) ____Yes. (Please go on to Question 3.)
(2) ____No. If not used as the basic social studies program, do you plan to use it as a supplement or in conjunction with another program, or at other grade levels?

17
(1) ____Yes. (Please skip to Question 4.)
(2) ____No. (Please skip to Question 4.)

3. In what grades, and to what extent, is MACOS expected to be used next year as the basic social studies program? (Please give your best estimate for a through e for each grade.)

			5th Grade Classes	6th Grade Classes	5th-6th Non-graded
18-20	a. Percent of classes that will use MACOS (Please check appropriate line for each grade level)	(1) 100%	_____	_____	_____
		(2) About 75-99%	_____	_____	_____
		(3) About 26-74%	_____	_____	_____
		(4) About 1-25%	_____	_____	_____
		(5) 0%	_____	_____	_____
21-26	b. Approximate number of schools in which MACOS may be used		_____	_____	_____
27-32	c. Approximate number of teachers who may be teaching MACOS		_____	_____	_____
33-38	d. Approximate number of classes that may be studying MACOS		_____	_____	_____
39-44	e. Average class size		_____	_____	_____

(Please go on to Question 4.)

4. This is not a firm commitment but would your district consider participating in the research project described in the cover letter?

45
(1) ____Yes, would be willing to discuss it further.
(2) ____No, can not consider it.

5. What is the predominant or most widely used social studies program or series (if not MACOS) in your district?

	5th Grade	6th Grade
A.	_____	_____
	_____	_____
46, 47 B. Do all classes use this program or series?	(1) ____Yes (2) ____No	(1) ____Yes (2) ____No

PLEASE GO ON TO OTHER SIDE

6. In your district, what is the grade range and predominant organization of the schools, and the total number of students this year?

	Elementary	Middle or Junior	Secondary or Senior
48-56 a.	_____ (Grade) to _____ (Grade)	_____ (Grade) to _____ (Grade)	_____ (Grade) to _____ (Grade)

57-63 b. Total number of all (K-12) public school students in the district _____.

64-69 c. Total number of public school students (K-6) in the district _____.

7. In which of the following ways are the upper elementary classes organized? (Please check the appropriate items below.)

		100% of total classes	About 75-99%	About 26-74%	About 1-25%	0%
70	A. (1) self-contained	_____	_____	_____	_____	_____
71	(2) departmentalized	_____	_____	_____	_____	_____
72	(3) other_____ (please specify)	_____	_____	_____	_____	_____
73	B. (1) graded	_____	_____	_____	_____	_____
74	(2) non-graded	_____	_____	_____	_____	_____
75	(3) other_____ (please specify)	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1

8. Please check the one answer in each part (A-D) that best describes your school district. Add a qualifying comment in E if appropriate.

A. District is:

76,77
- ___(1) County-wide
- ___(2) County-wide, with exception of major city or cities
- ___(3) Co-extensive with (has same boundaries as) a city or town
- ___(4) Other

B. District is best thought of as:
- ___(1) Urban
- ___(2) Suburban
- ___(3) Rural or small town

C. District is:

78,79
- ___(1) Within an SMSA* County or township and within the boundaries of a hub central city
- ___(2) Within an SMSA* County or township but not within boundaries of a central city that is a hub of SMSA.
- ___(3) Other (Outside an SMSA)

*SMSA is Standard Metropolitan Statistical Area

D. Total population of county, city, town or area containing school district is:
- ___(1) over 500,000
- ___(2) 50,000-499,999
- ___(3) 10,000-49,999
- ___(4) 2,500-9,999
- ___(5) Under 2,500

E. Qualifying Comments?

9. Please give the most recent figures or your best estimate for your district for the following:

80
- _____a. Percent racial minority students (American Indian, Black, Asian American)
- _____b. Percent of Spanish surnamed students
- _____c. Percent students eligible for free lunch program

10. Whom should we contact for further information about participation in the research project?

Name:

Title:

Office Address:

Office Telephone:

IN ORDER TO CODE THIS FORM WE NEED TO KNOW THE NAME AND LOCATION OF YOUR SCHOOL DISTRICT. PLEASE PROVIDE THEM.

Name of District:

Mailing Address:

Town:

State:

Zip:

THANK YOU VERY MUCH